

Grange Primary School
Marking and Feedback Policy
June 2016

Introduction

Marking is a powerful tool in assessment of and for learning. It should form an essential part of teaching and learning. Marking demonstrates a respect for the work produced, gives feedback and indicates the way an individual can improve.

Principles

Our marking and feedback policy is based on the principles that:

- Marking should celebrate and recognise achievement and help improve a child's confidence and self-esteem.
- Children have the right to have their work acknowledged, to be given feedback on their achievements, and be given advice and next steps for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking helps raise standards through a combination of self, peer and teacher assessment that challenges and supports learning.

Guidance for Marking by Teachers

At Grange, focused teacher marking should take place -

In Reception -

- Once a week in Maths books
- Once a week in Literacy

In key stages 1 and 2 -

- Once a week in Extended Writing
- Once a week in Literacy books
- Once a week in Maths books
- Once a week in IPC books
- Once in each unit of work in R.E books
- Twice for each unit of work in Science
- Once for each unit of work in PSHE

Relevant elements of detailed marking will be introduced during Reception, in preparation for key stage 1, although it is expected that children will be given more oral feedback at this stage. Marking and feedback in Reception includes -

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations
- Annotations of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play or work
- Use of marking colours to show 'green for good and pink for think'.
- Wishes to support next steps in learning.

Focussed teacher marking should -

- Inform both the child and the teacher of what has been achieved and what needs to happen next through 2 stars and a wish.
- Be responded to by the child (and by the adult again if appropriate).
- Inform the teacher of learning needs that should be incorporated into future planning.

Spelling and Grammar Marking -

- If a child has made spelling errors in a piece of work (any curriculum work) no more than three age expected spelling errors should be corrected by writing 'sp' beneath the line and underline the error using the pink marking pen. The child must then write it correctly in their spelling log book (the expectation is that the child will then use the spelling log book to avoid any further errors of the spelling mistake).
- If a child has made a persistent age expected grammatical mistake in a piece of work, no more than two grammatical errors should be identified by writing a 'g' beneath the mistake using the pink marking pen. The child must correct it as part of their next steps marking (with adult support if required).

Remember that -

- Marking is most effective in front of the child.
- Children should be given time to read / reflect / respond to marking (usually within a lesson or at the start of the next lesson).

For all other marking-

- There should be a fair balance of teacher and child marking.
- Teachers should check the quality of peer and self-assessments made by children.

Marking and Feedback by teachers should take some of the following forms, as appropriate to the work -

- 2 stars and a wish marking for focussed teacher marking (green pen for stars and pink pen for wishes).
 - Stars should identify the strengths of a child's work with clear identification of what they have done well.
 - Wishes should identify an area that needs to be improved by the child; it should be completed at the time or at the next opportunity. The purpose of a wish is to extend a child's learning through correction or additional challenge in order to progress further.
- Use of the green highlighter or pen to promote positive aspects and the pink highlighter or pen to draw attention to areas for development within a piece of work.
- Use of purple pen to respond to children's responses to wishes.
- Marking should be related directly to the learning intention / steps to success / targets.
- Pose an open question specifically related to the learning objective or steps to success.
- A request to do some corrections, edit, justify, reason or respond.
- Verbal feedback to be acknowledged in books with a (VF)
- Use of continuous oral feedback.
- Use of the visualiser and mini plenaries to model and share good examples.
- Asking children to self and peer assess their work against the steps to success or learning objective.
- In addition to this, support staff working with groups can mark their work against the learning objective and steps to success.

Notes -

- Teachers handwriting needs to be legible and a model for the child in a using the green / pink marking pens.
- Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on and incorporated into planning. In EYFS and key stage 1, teachers' judgment should be used when correcting spellings that are phonetically plausible.

Alternative Ways of Sharing / Celebrating a Child's Success

- Openings of lessons
- Mini plenaries e.g. WAGOLL - What a good one looks like.
- Plenaries and use of the visualiser
- Good work assemblies
- Visits to SLT
- Display

Monitoring and Evaluating this Policy

This policy will be monitored through further consultation with staff and through planned reviews in line with the SDP.

Marking and feedback will be monitored by SLT and coordinators through taking in samples of books and lesson observations.

This policy was shared and agreed by the governing body on

This policy will be reviewed in January 2017