Marking and Feedback Policy

Simonside Primary School

Introduction

As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of marking. We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

The Purpose of Marking, Key Principles and Beliefs

Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement. Shirley Clarke, 2001

The key purpose of marking is for the children's benefit to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is. In essence, a dialogue (both oral and written) is established between teacher and pupil so that rapid progress can take place.

Classroom practice that supports effective marking

- Children should be clear on the learning objective(s) for the lesson and should be provided with success criteria to aid them in being successful with each task given.
- Tasks should always be differentiated for the varied ability levels within a class. However, within each differentiated task there should be a suitable degree of challenge.
- When possible (e.g. Mathematics) tasks should be designed with a 'ramp of difficulty' in mind so that pupils can be encouraged to make rapid progress in a lesson. In addition, extension and challenge tasks should be planned so that children are moved on to a deeper level of using and applying as soon as a concept has been grasped.

Types of marking and good practice

Marking is a waste of time if it has no impact. The type of marking used for a task should reflect the aim of the task set. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of marking at Simonside as **intervention marking**. The teacher steps in to **support**, **consolidate**, **accelerate** or **challenge**. This can be during a lesson as well as at the end. It can include oral and written feedback.

- Pink highlighters are used in our 'Pink for Think' strategy. Words or digits can be highlighted by the teacher in pink with a prompt alongside if the teacher thinks the child will need it e.g. a reference to a punctuation, spelling or grammar error, or to a miscalculation. Prompts can be in the form of a reminder, an example, or a scaffold for the child to complete.
- Children should be praised when their work and/or effort level meets the teacher's high expectations of them.
- A question or comment should be made which is designed to either consolidate learning, or push the children to apply their learning.
- In the case of writing, two targets should be set: one that identifies the next step in learning e.g. To include a wide variety of sentence openers; and the other that identifies a step the child needs to take in order to improve their presentation, e.g. To make tall letters twice the size of small letters. Lower down the school, e.g. in Year 1, it may be that the focus of writing is actually on the letter formation itself, in which case only one target would be set.
- Children throughout the school are taught how to respond to their feedback. They all use a green pen when they are responding. They write correct spellings in the margin, annotate their work with corrections, or actually respond with an answer to the teacher's question or challenge.
- Time must be allocated for children to respond to their last piece of work before starting the next lesson/piece of work. Further extension/challenge work should be made available for children who finish their response to marking.

Peer marking and self-assessment

Children should be involved with **self-assessment**: marking their own work and **peer marking** as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria. They also need to have training and modelling in giving effective feedback. Peer 'mentors' are often used in class so that children respond to the same child's work for a length of time, and focus on one specific target e.g. joined handwriting, or spelling of high frequency words.

Marking Code

The same marking code is used in all books. Every piece of work should have at least two codes; one to indicate whether the child now has an understanding of the learning objective (GU or NR), and one to indicate how much support has been given (OA, TF, A). These codes are used in assessment, and are also very useful for monitoring purposes.

GU: Good understanding

NR: Needs reinforcement

SCA: Success Criteria Achieved

OA: Other adult

TF: Teacher focus

IA: Independent activity

DC: Discussed in class

SA: Self-assessed

PA: Peer-assessed

VF: Verbal feedback

A: Apparatus

: I love this!

: Smiley awarded

√c : Correction made

All work needs to be marked. Not all work needs to be marked in detail. However some recognition e.g. a tick or a quick positive comment should be made to show the child that the teacher has seen the work and so is aware of the work the child is doing.