

GREAT CHART PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

September 2018



Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.

RATIONALE

Marking and providing oral feedback are essential parts of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

At Great Chart Primary School, Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of Key Stage 1 work is practical and much response is verbal. A great deal of verbal praise is given across the Key Stages. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

AIMS OF THE MARKING OF CHILDREN'S WORK

- To provide opportunities to give praise and encouragement and to show we value the children's work.
- To motivate children, fostering their desire to produce high quality work and make progress.
- To develop their level of independence in assessing their own work
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them
- To help children to improve their work through the setting of challenging, but achievable targets.
- To inform the next steps of planning.
- To provide a record of past interactions for outside audiences.

Good marking occurs when it:

- clearly relates to the aims of the lesson
- is meaningful for the individual child
- is positive and constructive, with appropriate praise given

- encourages a dialogue between teacher and child.
- includes comments that relate to the planned learning objectives and/or Success Criteria, recognition of children's achievements and indication of the next steps in their learning .
- indicates clearly which assessment criteria have been met.

THE PRINCIPLES THAT GUIDE GREAT CHART SCHOOL'S APPROACH TO MARKING AND FEEDBACK

Marking and feedback:

- May be undertaken either during the lesson so that dialogue can take place and areas of difficulty be promptly dealt with or will be marked before the next lesson takes place.
- Relates to the Learning Objective.
- Involves the teaching team (CT /TA) working with the children.
- Gives recognition and praise for achievement where appropriate and clear strategies for improvement.
- Uses consistent codes within Key Stages.
- Avoids over-marking e.g. It is more realistic that a child will benefit from the targeting of two or three key points for when producing extended pieces of writing.
- Makes constructive criticism by targeting a specific area for improvement or offer guidance on how to achieve the next level or grade.

Teaching Staff will:

- ensure that the children understand what is going to be assessed when the work is marked.
- provide specific time during a lesson for the children to read, reflect and respond to marking either verbally or by writing a reply. The child's response will be written either using Green Pencil (Year 1) or Green pen
- encourage the children to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work
- ensure that all class work and home learning activities are marked either through peer or teacher marking. Focussed developmental marking will take place in English and Maths with a lighter touch in other subjects including Home Learning books.
- ensure that marking takes place when any unfinished pupil work is subsequently completed.
- keep a record of marks and assessments achieved
- Supply Teachers and other members of staff will initial their marking when completed.

MARKING AND FEEDBACK IN THE EARLY YEARS FOUNDATION STAGE

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books
- Children's response to the comments
 - The teacher or TA will use green highlighter pen to draw letters or numbers for children to practice those that need developing.
 - Use of agreed Marking Symbols

MARKING IN KEY STAGE ONE

In Key Stage 1, marking and feedback strategies include:

- Verbal Praise and Feedback
- Stickers and other Reward Systems
- Use of agreed Marking Symbols
- Annotation of work and photographs by staff
- Oral dialogue with children about their work
- Marking Grids used for English for some pieces of extended writing in Yr 1 and 2.
- The teacher or TA will regularly write a challenge question or point to remember in English and Maths books to extend and develop learning or clear up misconceptions.
- Children's response to the comments will be written in green pen/pencil and will be acknowledged by the teacher in pink/purple.

- Children offering simple feedback to writing partners.
 - Year 2 children will use orange pen to show edits completed by themselves which have not directed by the teacher.

MARKING IN KEY STAGE TWO

In Key Stage 2, marking and feedback strategies include:

- Verbal Praise and Feedback
- Stickers and other Reward Systems
- Use of agreed Marking Symbols
- Children annotate their own work and pictures where appropriate
- Children's written response to Written feedback (written in green pen)
- Response partners offer verbal feedback
- Use of Marking Grids for English for extended pieces of writing.
- The teacher or TA will regularly write a challenge question or point to remember in English and Maths books to extend and develop learning or clear up misconceptions.

SCIENCE

From Y2-6 the minimum expectation for marking and feedback is for teachers to concentrate on a focus group each week for developmental comments and green pen work. Key vocabulary displayed at the beginning of each write up, teachers to highlight if used appropriately. For pupils in Y1 the expectation is to work towards the above target. Age appropriate spellings must be corrected (up to 3)

TOPIC WORK

Relevant marking symbols will be used to mark pieces of topic work. The Class Teacher will provide oral feedback during the topic. Age appropriate spellings must be corrected (up to 3) Pupil voice will be considered when planning a topic. Pupils will have opportunities to self-assess what they have learnt.

SPELLING AND GRAMMAR

- In a piece of English work, up to 3 incorrectly spelt high frequency words should be identified for correction by being underlined and written out in the margin by the teacher, or by being circled, if it is intended that the child will self-correct.
- In subjects other than English, age specific spellings related to that subject area should be corrected.

- All pupils should to be trained how to use dictionaries. From Year 3 onwards, children will begin to use thesauri to support their writing
- Children should be encouraged to 'have a go' and not be restricted by the need to spell all words correctly at the drafting stage of a piece of writing, which inhibits the creative process.

SELF MARKING AND PEER ASSESSMENT

Selective self-marking by children and peer assessment is acceptable, providing the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards.

All children will be encouraged to self-evaluate and older children will be encouraged to produce written self assessment of their own writing for Literacy. Younger children may use 'smiley faces' as an alternative method self assessment. The plenary can then focus on this process as a way of analysing and learning.

MONITORING AND EVALUATING THIS POLICY

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SMT group and Subject Team Leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

PARENTS

Parents have access to the policy via the School

They also have the opportunity to review their children's work during class 'Open Sessions' on a termly basis

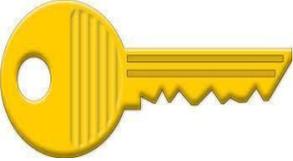
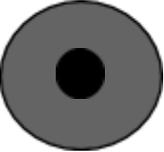
APPENDICES

Directory of Marking Symbols for Key Stage 2

These symbols are used when marking children's work

LOA	Learning Objective Achieved
LOPA	Learning Objective Partly Achieved
LONA	Learning Objective Not Achieved
VC	Verbal Comment given

Marking Symbols used in Key Stage 1

	Finger Space needed
abc	Sound out words carefully
	Key Words (used when appropriate)
	Remember to use capital letters
	Remember to use full stops
	Take care over your handwriting
	Use time connectives

“ ”	Use speech marks carefully
	Use Adjectives
	Use connectives to extend your sentences

Lob:					
					
					
 abc					
			Wish for next time!		
					