

Introduction

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Feedback should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across our school, that informs and influences our planning and which enhances children's learning.

School Vision

At Robert Peel Primary School our vision is to develop confident and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve.

Aims

Effective marking should:

- Relate to learning objectives and success criteria for each lesson
- Give children specific feedback on the success of their work, showing it is valued and build their self-esteem
- Children can identify their own success, targets and how to improve their work
- Give children clear strategies on how they can improve their work
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Provide a tool for formative ongoing assessment
- Help parents to understand the strengths and areas to develop in their children's work
- Create a dialogue which will aid progression

Principles of Effective Marking & Feedback

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model to the child
- Provide timely feedback to children about their learning and next steps
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content
- Be consistently followed by teachers and Support Staff across the school in line with the Marking and Feedback policy
- Use the agreed marking code symbols to correct errors that go beyond the learning objective (Spellings and Grammar)
- Positively affect the child's progress

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children
- Link marking and feedback to the learning objective and success criteria. Refer to these when giving written and verbal feedback. The learning objective will be annotated using the correct code to indicate whether the learning objective has been met.
- Link marking and feedback to curriculum targets and Support Plans where appropriate
- Acknowledge verbal comments and praise with the appropriate symbol from the marking codes.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria
- Look for persistent errors and patterns of errors specific to the child's ability, rather than every error made: be selective and sensitive in marking and keep to a maximum of 3 errors. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. The corrected error could be written out for the child to correct or they could be encouraged to find the correct spelling for themselves.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Reception Feedback

In Reception children will have stickers placed on their work identifying what the child has done well. Along with this there will be verbal feedback given. Children will be encouraged to verbally comment on their own work and pictures. The school's writing marking symbols are introduced when the children begin writing.

These are progressive and children will be moved onto the next stage when they have fulfilled a stage of development.

Stage 1	Stage 2	Stage 3
<input type="checkbox"/> I can give meaning to my marks. <input type="checkbox"/> I can use recognisable letters to represent sounds. <input type="checkbox"/> I can hear the initial sound of words.	<input type="checkbox"/> I can group letters to make words. <input type="checkbox"/> I can leave finger spaces. <input type="checkbox"/> I can form some of my letters correctly. <input type="checkbox"/> I can spell some key words in my writing. <input type="checkbox"/> I can read my writing.	<input type="checkbox"/> I can use a full stop at the end of each idea. <input type="checkbox"/> I can use a capital letter at the beginning of a sentence. <input type="checkbox"/> I can use a capital letter for names. <input type="checkbox"/> I can form most of my letters correctly.

Key Stage One and Two

The learning objective and date will be at the top of all pieces of work. The work should be set out in accordance with the schools Presentation Policy. The success criteria will be displayed for weekly extended pieces of writing.

The following strategies can be used to mark, assess and provide feedback.



1. Verbal Feedback

This means the discussion of work and direct contact with the child. A discussion should be accompanied by the appropriate marking code symbol in the child's book. Amendments or improvements made to the child's work should help to identify the verbal feedback that has been given.

2. Success Criteria

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. These should be routinely used when children write at length and time should be given for children to reflect on and improve their work.

3. Self/Peer Marking

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. Children could underline evidence that they have met the success criteria in their own books or they could write a comment in their own or in another child's book.

Children are expected to self-edit their work. Rubbing out will be discouraged. This editing will be completed using a red pen.

4. Quality Feedback Comments

Personalised quality feedback comments could be made in all subject areas to extend learning and must be differentiated appropriately. It is expected that a piece of extended writing will be produced on a weekly basis for children in Key Stages 1 and 2. This piece of writing is an ideal opportunity to mark in detail and therefore should be written on alternate lines.

When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend the child's learning. The emphasis when marking should be on both success and areas for development against the learning objective, success criteria and their own personal targets. A focussed comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

(See Appendix 1)

Examples of useful 'closing the gap' comments are:

- **Action** - Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it. Eg You need to add 3 adjectives to your character description.
- **Question** - Useful to clarify or stretch thinking. Asked as an open ended question to avoid yes/no response. Eg Can you think of a sentence containing the conjunction because?
- **Challenge** - Useful to extend learning and/or challenge.
Eg What other ways are there of making 20?

Time needs to be given for the child to respond to the written prompt, thus enabling them to 'close the gap' and improve their work further.

In Maths, marking will take place as soon after the lesson as possible so any misconceptions can be corrected through intervention on the same day.



Targets

Children will have personalised targets which identify a key next step to move their learning on. These are often the same, such as using commas in the correct place. When giving constructive and purposeful feedback staff should relate to these along with using learning objectives and success criteria.

Visualisers

Each class has access to a visualiser. This resource enables teachers to give immediate feedback to children using an example of children's work where possible. This equipment also enables teachers to model and scaffold learning to children on how to improve their work and respond to any feedback given.

Responsibility

All staff have a responsibility to give children feedback in accordance with this policy to ensure children are able to move their learning on and reach their goals. Teachers will mark in blue and all other staff will mark in green.

Assessment Codes for Learning Objectives

E – Exceeding

M – Met

WT – Working Towards

T - Target

Marking Codes

VF - An adult has spoken to me about my work.

I - I did it by myself.

A - An adult gave me some help.

☺ - What was good.

↑
- What is needed to improve your work

Spellings and number formation errors circled for children to copy 3 times.

() = Grammar error

In Maths, the specific error is circled.

G – Grammar error

SP – Spelling error

Writing Marking Symbols

 - Say your sentence

 - Start next to the margin

on - Write on the line

ABC - Capital Letters



- Use your sounds



- Finger Spaces



- Full stops



- Re-read your writing

Monitoring

Marking and Feedback will be monitored half-termly by the Senior Leadership Team and will form part of our annual monitoring cycle.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.



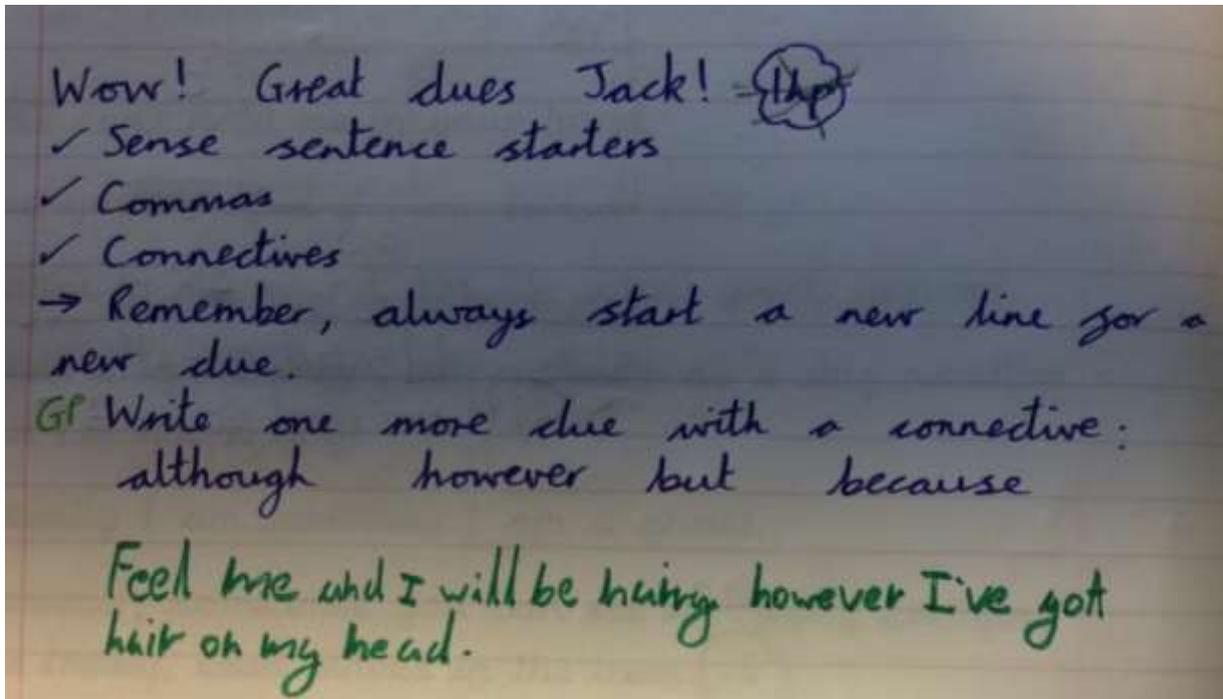
Appendix 1.

Action	Question	Challenge
<p>Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it.</p>	<p>Useful to clarify thinking or stretch thinking. Ask as an open ended question to avoid yes/no response.</p>	<p>Useful to extend learning and/or challenge.</p>
<p>Examples</p>		
<p>Re-write your sub-headings as questions.</p> <p>Look again at Q4. Use the words I have underlined to help solve.</p> <p>This sentence doesn't make sense. Use commas to show where the subordinate clause should be.</p> <p>Find the three places where you should have used a capital letter. Change them please.</p>	<p>Why did you choose the sci-fi setting?</p> <p>How many ways can you find to solve the second problem?</p> <p>Can you write a question which could be solved using the grid method?</p> <p>Who is the predator in this food chain?</p>	<p>Look at Q3. Can you write this as a word problem for your learning partner to solve?</p> <p>Look at this calculation. Can you solve? Look carefully at the brackets first.</p> <p>Re-write the second paragraph but extend the description of the main character to include far more about feelings and motives.</p>

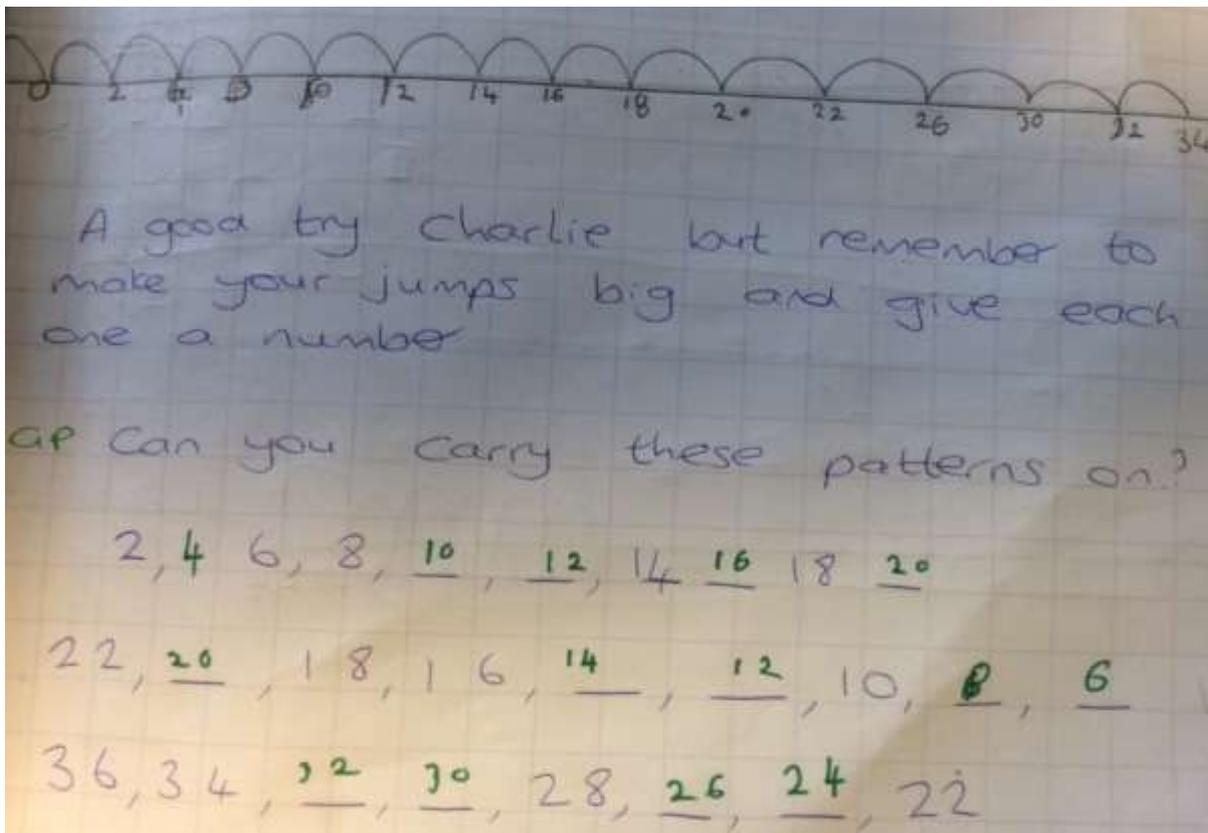


Examples of action comments:

Child responding to action with some scaffolding.



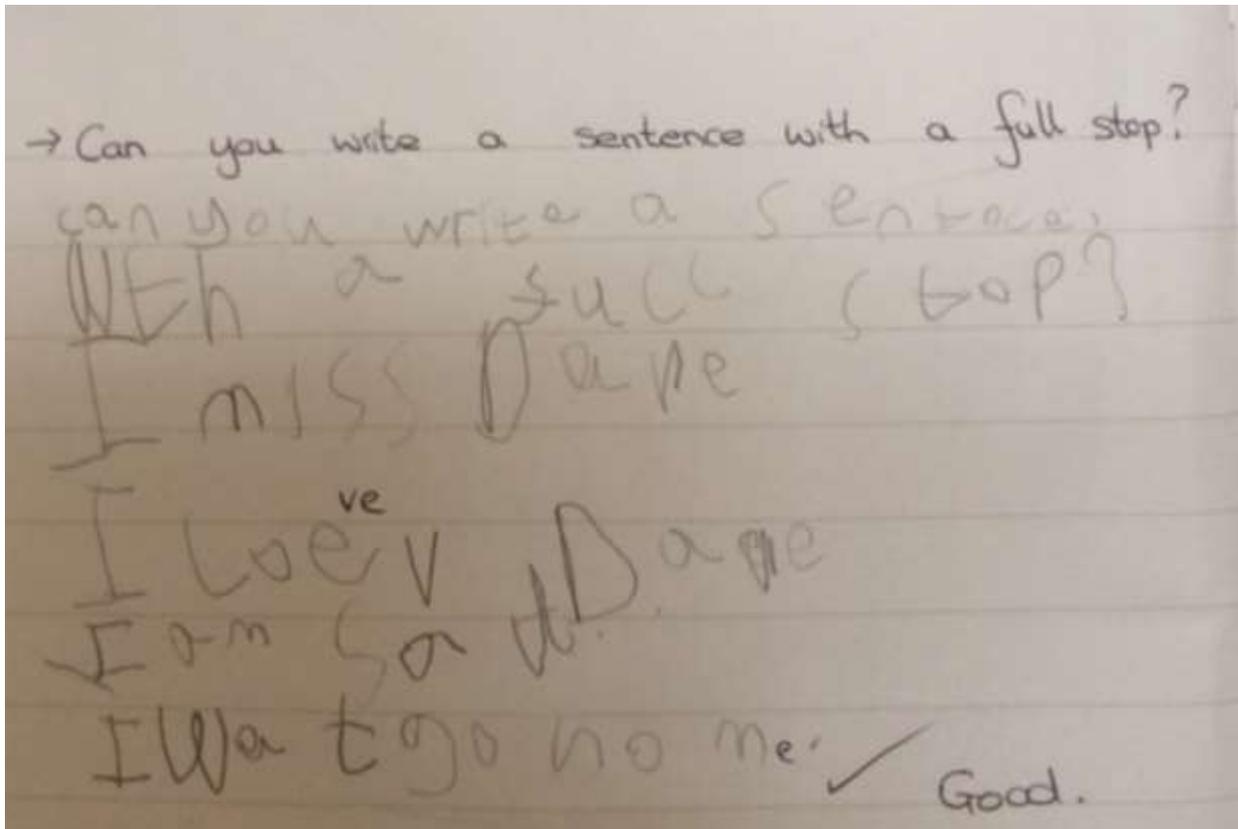
Child responding to action.



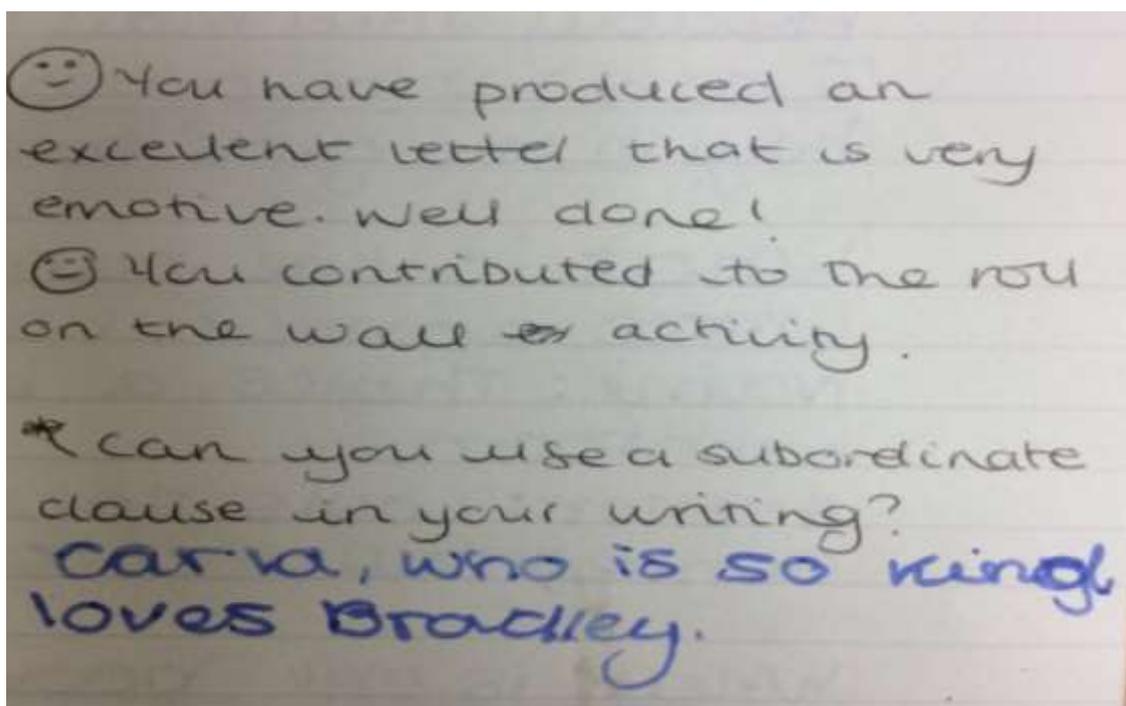


Examples of questioning comments:

Child responding to question.



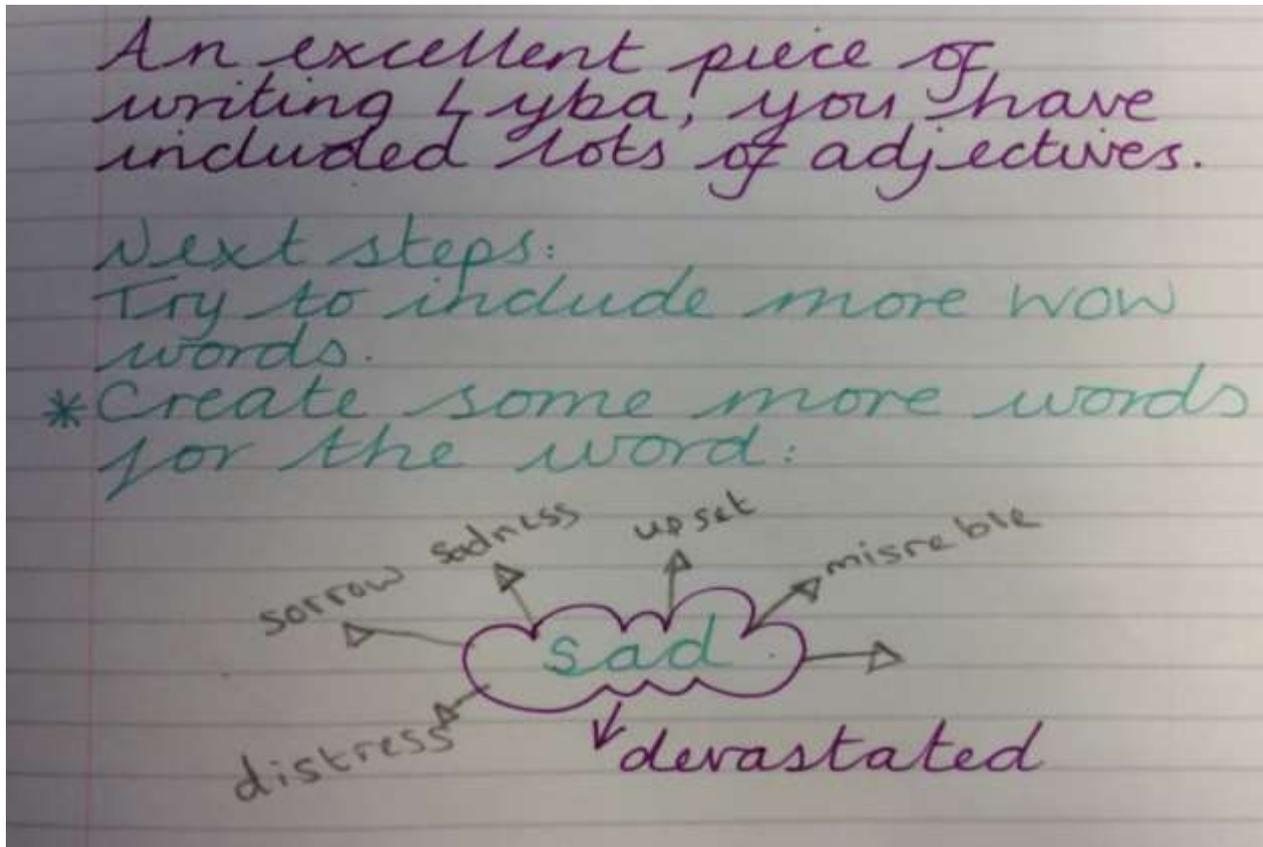
Child responding to question that checks out the application of grammar.





Examples of challenge comments:

Child responding to challenge.



Teacher providing additional challenge – asking child to put a calculation within a word problem.

