'Within a caring Christian community we enable every child to flourish and inspire a love of learning in all members of our community'

Marking and Feedback Policy

Marking children's work is an important part of teacher assessment. Feedback may be written or verbal – both are important. Children should be central to the marking process, have opportunities to respond to their work and be encouraged to engage in the dialogue of assessment, developing a quality partnership of learning between teacher and child.

Important features of marking at Coombe Bissett Primary School:
- Marking should reflect: the learning intention of the task; the child's individual targets
- Opportunities should be provided for children to have time to reflect on marking and respond to it. For example the teacher may refer to the writing target card.

Effective marking should:
- show that we value the children's work, and encourage them to value it too
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement
- Provide clear feedback to children about strengths and areas of focus in their work.
- Recognise, encourage and reward children's effort and achievement.
- Focus teachers on those areas of learning where groups and individual children need help.
- Help parents to understand achievements and areas of development in children's work.
- Indicate the next steps forward in the child's learning.
- provide a basis both for summative and for formative assessment that will inform future planning

When marking children's work, teachers should consider whether comments are:
- Necessary.
- To form the basis of discussion between the teacher and child.
- Constructive – to inform future work; indicate the next step.
- Challenging – to correct and improve an existing piece of work.
- Celebratory – to recognise significant achievement.
- Sensitive to the needs of children.

Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work). The emphasis of marking should focus on the content with regard to either the learning objective or set target. Stickers, stamps, team points and certificates may be used to reward and encourage.

Supply Teachers
Supply teachers will be expected to mark all work completed during their session and initial the page. **Supply Teachers will use a green pen to mark and give feedback.**

Pupil and Peer Editing and Marking
Involving pupils in editing their own and their peers' work is very valuable. It helps develop pupils' awareness of where they are and identify how they can improve. It is important to set clear expectations of behaviour to ensure the children respect their own and each other's work as well as clear ground rules regarding how to talk to partners. Children use a 'Purple Polishing Pen' to edit, improve and mark their work.

A post-it book marker, identifying their best quality work, will be used to encourage the children to take pride in their work and reflect on previous achievements.

<u>Teaching Assistants</u>
Teaching Assistants provide valuable support and guidance to children on their learning journeys. Teaching Assistants will use a green pen when marking or giving feedback.

Teachers will:
- mark work appropriately for the learning objectives and purpose
- model how to edit and improve work effectively
- ensure that pupils have a clear purpose when marking their own work e.g. using success criteria or writing targets
- provide children with a clear structure which includes both a success (what worked well) and an improvement(next step – indicated by a 'staircase') Teachers may ask children to find more than one success or improvement depending on the age of the children.
- ensure that partners are carefully chosen for peer marking to ensure the activity is a positive learning opportunity for both children
- build in time for children to read, assimilate and act on any marking
- check that children have responded to marking and use this effectively to move children's learning forward
- feedback to children about their work so they understand the teacher's marking.

Children will:
- respond to marking to improve their work and move their learning forward
- highlight any marking they have responded to – this will support good communication between child and teacher

<u>Marking</u>
As a school we do not use crosses when we are marking children's work as this does not enable or encourage children to improve their work.
Teachers will only mark a maximum of the first three occurrences of a repeated error.
Teachers will mark in red. This makes any marking clear and clearly differentiates a teacher's marking.
Teachers will also indicate whether a piece of work has been done unaided or with support, writing the initials of the person who gave the support at the end of the piece of work.
Teaching Assistants and Supply Teachers will mark in green so this can be differentiated from Teachers' marking.

See Appendix I for details of marking codes that are introduced as children progress through the schools. The Year they are introduced is a guide and can vary according to the needs of the child.

Appendix I – Marking Codes

If an answer is not right teacher will use a dot to indicate this.   ●

When the question has been correctly answered the teacher will mark with a tick with a 2 on the end to indicate that this was the second attempt

✓²

If a teacher wishes to talk to a child about their work they will ensure this is written at the end of the piece of work

To indicate a team point has been awarded the teacher will write   TP   TP

Reception	
To indicate well done/good/very good	✓
To indicate something needs to be added	∧
Comments to be shared with the child are written in brackets.	( )
Year 1 & 2	
To indicate a missing 'finger space' between words/numbers	|
Underlining is used to indicate an incorrect spelling that you would expect the child to get right	**cum**
To indicate missing punctuation	**O**
To indicate incorrect upper or lower case To indicate digits are the wrong way round	■
Year 3 & 4	
To indicate where a new paragraph should begin	//
To indicate a section is muddled and needs rethinking	∿∿∿
Year 5 & 6	
To link to a comment	*
The teacher will circle a section within a maths answer where the child has made a mistake	⬭

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