

Forest & Sandridge CE Primary School Feedback & Marking Policy

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Rationale

It is the policy of Forest & Sandridge School to provide children with opportunities for broad and balanced learning and to ensure progression and continuity through a consistent whole school approach. It is important therefore that work is marked according to its purpose and the ability of each child so that it has a positive impact on learning.

The purposes of marking are:

- to provide meaningful feedback which will move the child forward in their learning
- to promote ongoing and focused communication with each child
- to show that the teacher values and has reviewed the work

Good Marking Practice

Good marking:

- plays an integral part in teaching and learning, including informing planning
- is carried out regularly, and, where possible, with the child.
- may be written or verbal, using differentiated comments according to the ability of the child
- is of a positive nature
- considers the purpose of the lesson and learning intention, and comments or highlights accordingly
- indicates strengths and next steps for development
- allows the child to self-correct, edit, and improve as appropriate
- supports ongoing assessment in line with the school policy for assessment, recording and reporting
- is used to inform teacher's judgements concerning a child's progress
- is consistent throughout the school
- is understood by children and their parents

Procedures

General Procedures

- Throughout the school work is marked with the child whenever possible. A letter (I or W/S) indicates whether the child has worked independently or with support in Foundation stage or Key Stage 1. Marking is predominantly verbal in Foundation Stage.
- Marking is done with pink and green pens (pink is for positive comments and green for 'go for it green', next step comments. Pink and blue highlighters are used to identify where a child has achieved a learning intention (pink) or has shown evidence of working at greater depth (blue). W/S will be added if support has been given.
- If the WALT has not been achieved for the session then there will be a comment in green which will guide the child in what they need to do as their next steps in learning to achieve the WALT.

Expectations of marking

- Marking of work by the teachers will be an integral part of the plan, teach, assess, review cycle. Marking will inform planning for future teaching.
- All children's learning should be marked daily by the class teacher unless in exceptional circumstances. Supply teachers are expected to mark the work they have done with the children.
- TAs will sometimes mark work under the guidance of the teacher, particularly when they are working with a group. The staff member marking the work will initial it.

Editing and response to marking

- Time will be built in regularly, preferably daily, for children to read and respond to teachers' marking.
- In English, as the child becomes a more fluent writer, drafting, editing and improving will become an integral part of his/her writing. Children use the purple polishing power pens to edit and improve their work.
- Children are encouraged to mark their own work wherever possible, especially for calculations and mental maths.
- Children will regularly use peer marking in lessons using pink and green post-it notes or pink or green pencils. This will begin in FS2 in a simple context eg; reading someone's writing and give them feedback, through to year 6 when children will carefully read their partners work and make considered responses in line with the learning intention.
- Corrections:
 - In written work - Words are not crossed out; correct spelling/letters are written above a mistake when appropriate.
 - In maths - corrections should be done next to the original answer without any erasers being used so that children are able to learn from and celebrate their mistakes and progress.
 - A green dot will be put after an incorrect answer. The child will try again next to the dot and this will then be ticked if correct.
 - The WALT will be highlighted pink if the child has achieved both 'do it' and 'twist it'. If a WALT is partially achieved, eg in just the 'do it', then there will be a short pink line to acknowledge this.
- All corrections will be made in Purple Pen where possible.

Symbols for marking

- In Foundation Stage 2, Key Stage 1 and Key Stage 2, symbols will be used when marking. The symbols are progressive and appropriate to the age and understanding of the children.
- The children will be taught what each symbol means and these will be displayed in classrooms.
- The symbols will be drawn in the children's books OR the examples will be highlighted in their writing.
- In a piece of work not every error will be marked with marking symbols. The teacher will mark key errors as appropriate to the individual piece of

work and the child's ability.

Whole school symbols	
	Supported by Teaching Assistant
	Supported by Teacher
	Indicates that the child has worked in a teacher intervention session.

<u>Symbols specific to FS2 and Key Stage 1</u>	
<u>ABC</u>	Capital letters used correctly (pink) or a Next step for improvement (green)
. ! , ?	Punctuation used correctly (pink) or a Next step for improvement (green)
A simple picture of a finger	Finger spaces used correctly (pink) or a Next step for improvement (green)
	A 'wow' descriptive word used (pink) Next step is to use a wider range of 'Wow words' (green)
A simple picture of a bridge (KS1)	Good use of conjunctions (pink) or next step is to use a wider range of Conjunctions (green)
A simple picture of a pencil	Good handwriting presentation / letter Formation/sizing/on the lines etc (pink) Handwriting is a next step for Improvement (green)
A simple picture of an ear or lips	Applying phonics to their writing ie, segmenting for spelling or using spelling patterns.

<u>Symbols specific to Middle School</u>

SP	Indicates that the child needs to correct a spelling and edit as necessary.
O	Indicates that the child needs to look at the punctuation mark used or omitted and edit as necessary.
T	Indicates that there is an error with the tense and the writing does not make sense.
//	Indicates that a new paragraph is needed here.
^	Insert a word or phrase

Symbols specific to Upper School

(these will all be marked in the margin)

SP NB: As a child moves through Year 6 spellings will not be marked as the children need to independently edit their work and correct spellings. In foundation subjects spellings will be marked by the teacher throughout the year.	Indicates that the child needs to correct a spelling and edit as necessary.
//	Indicates that a new paragraph is needed here.
=	Missed punctuation
^	Insert a word or phrase
T	Indicates there is an error in the tense used.
C in the margin	Indicates that there is an error in the use of capital letters.
[]	Indicates that this portion of text can be left out.

Monitoring and Evaluation

- The desired outcomes for this policy are that marking and feedback will bring about improvement in children's learning and that there will be greater clarity amongst children and parents regarding children's achievement and progress in their books.

- Regular monitoring activities, including book scrutinies, will take place to ensure the impact of marking and feedback on children's learning.
- The performance indicators will be:
 - an improvement in children's attainment as a direct result of marking and feedback;
 - An improvement in the rate of progress made by a child as a direct result of marking and feedback;
 - Teacher, child and parent will have a clear understanding of the purpose and use of marking.