



Seabridge Primary School Key Stage 2 Feedback and Marking Policy

INTRODUCTION:

At Seabridge Primary we take a professional approach to the tasks of marking work and giving feedback on it. All our children are entitled to regular and purposeful feedback on their learning which is part of our assessment process. The marking of children's work is consistent, valued and understood by children, staff, parents and carers.

DEFINITION:

Marking is the interaction (verbal or written) between teacher/teaching assistant and pupil which enables effective learning with quality, consistency, continuity, progression and success.

AIMS:

Marking should aim to:

- demonstrate achievement
- give valuable feedback incorporating development points
- value children's work
- inform planning
- promote self and peer assessment
- make links to personal targets

PURPOSE:

The purpose of marking children's work includes the following:

- identify achievement
- identify learning needs and further individual targets
- share with the child to celebrate success and/or to raise expectation of future success
- check task is completed
- check accuracy and presentation
- check knowledge and skills
- seek evidence to support progress, to inform planning, to inform teacher assessment and reporting to parents.

GUIDELINES:

- Not all marking is making marks on children's work
- Wherever appropriate work is marked alongside the child to enable discussion, explanation and general interaction
- Marking should be consistent not only in each class but across the school
- Work should be marked in pink and green pen – pink to identify positive reaction to the work; green to identify development points/next steps
- Pupils should have an opportunity to reflect on the marking, and respond to comments as necessary. (Children may annotate their own or a partner's work in a coloured pencil to indicate this self/peer assessment)
- Stickers and stamps may be used to further encourage and praise

- As the needs of the different subjects vary, the emphasis of the marking will differ; however, all marking is to be evaluative with future progress in mind
- Where appropriate and particularly in writing, success criteria checklists/scoring matrix will be used to support marking
- Opportunities for self/peer assessment will be planned for

OUTCOMES:

Marking is seen, both by the teacher and the child, as a positive, encouraging experience – a process which enhances self-esteem and self confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.

The ultimate aim is that through this process of positive celebration and sharing of work, children are encouraged to become confident that their work will be valued. The process should encourage children to become independent learners, able to evaluate their own work through shared strategies e.g. writing checklist; research checklist.

PRINCIPLES FOR INCLUSION

In planning and teaching, teachers have due regard for the following principles:

- 1 – Overcome potential barriers to learning and assessment for individuals and groups of pupils;
- 2 – Respond to pupils' diverse learning needs;
- 3 – Set suitable learning challenges.

HOW WE MARK:

- The most effective marking is often the spoken word of encouragement or praise. Oral comments and feedback will also be used on a regular basis as part of the developmental process for the child.
- Work will be marked with a pink and a green pen. Pink pen will be used to identify that the aim has been met and a comment may be used to praise work that has exceeded above and beyond expectations. Green pen will be used to advise the child on how to improve their work further, provide them with their next steps or provide a challenge.
- Where intervention or correction are necessary give clear explanation and/or attainable targets for improvement.
- Marking should relate to the lesson objective and, increasingly, the child's own personal learning targets.
- Where appropriate use a 'tick' to indicate correct work and a circle to indicate an error, with a 'c' indicating the need for correction.
- Comments on paper are for the purpose of celebration or to encourage the child to future improvement in content, accuracy or quality.
- Comments will focus on only one or two key areas for improvement at any one time.
- In order to ensure the children receive meaningful, evaluative and developmental comments not all pieces of work will be marked in this way due to the time constraints on teachers. However all extended pieces of writing should include a pink and green comment.
- The child must be able to read or have comments explained to them as well as having opportunities to respond with, where appropriate, a written comment.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning.

Policy formulated by: J. Harrison (Deputy Headteacher; Assessment Leader)

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Review date: October 2017

MARKING APPENDIX

- All pieces of work must include a date and title. The date should be written in full for all written work other than Phonics (day, date, month) and numerically for Maths and Phonics. The date should be written from the margin and underlined, a line missed, and then the title written centrally and underlined. Another line should be missed before the main body of work.
- English – pupils should use pencil for all draft pieces of work. A school pen will be introduced from Year 3 when the child is ready and should be used for all final drafts.
- Maths – pencil will be used throughout the school for all Maths work and no rubbers will be used.
- Teachers will comment on spelling and grammar only in the following cases:
 - If spelling and grammar were part of the current focus
 - If it is a spelling that the pupil should know
 - If it is something related to the child's target
- **S** = Supported work
- **S+** = Child needed a good deal of support to complete the work
- **IW** = Independent work (to be used when a child completes a piece of work they weren't expected to do independently – to be used only in cases when we want to draw attention to the fact that the child has done particularly well to complete the task independently)
- **VF** will be used to identify that Verbal Feedback has been provided and on occasions may include a brief bullet-pointed summary of discussion.
- **G** will be used to indicate that the child has been working in a guided group with a teacher or teaching assistant. It is not necessary to mark this work in detail as verbal discussion and feedback will have already taken place during the lesson.
- **Pink ticks** are normal where work is correct or to praise a particular part of a piece of work. Pink ticks will also be used next to the aim to show that the teacher agrees with the child's self assessment face.
- **Green dots** will be used to show an answer is incorrect. Where a correction is required a **green 'c'** will identify this to the child and a pink tick will be used when it has been corrected.
- **N.S.** = next steps, this will advise the child on how to improve their future work and should be initialled by them when they have read this.
- **E.B.I.** = even better if..., this will advise the child on how to improve their current piece of work, corrections should be made in blue pencil.
- **Challenge:** = a challenge will be provided where a child has excelled in their work and they could attempt a more difficult question/task.
- **Smiley faces** will be used by the children to self assess their work against the lesson objective ☺ ☹ ☹. These will be next to the aim and the teacher will **pink tick** if they agree with the child's self assessment or comment if they disagree.
- **Blue pencil** will be used by the children to make any corrections to their work and to **initial** that they have read their N.S./E.B.I. comments. They will also use blue pencil to complete any challenges, if the challenge requires a longer response a **blue triangle** will be used to indicate this and the child can respond in pencil.
- **A thought bubble** - This is a 'think' activity for the child to work on.
- **CL** = capital letters. Use this where capital letters are missing/used incorrectly in a piece of work.
- **FS** = full stops. Use this where full stops are missing/used incorrectly in a piece of work.
- When **spellings** need to be corrected they will be identified by **sp.** in the margin. The expectation for children's response will be transitional across the key stage, with Y3 children having the incorrect spelling underlined by the teacher followed by the opportunity for the child to find the correct spelling in a dictionary, and by Y6 the line the incorrect spelling is on will be identified, but the child will need to find the incorrectly spelt word themselves before using the dictionary to write the correct spelling. The incorrect spellings will be written out correctly three times at the bottom of the piece of work. There should be no more than three spellings to be corrected. Other spellings may be corrected within the piece of work by the teacher, but this should focus on trickier spellings and should not be excessive.
- A pictorial marking code is attached for use with children who may find reading comments difficult. This should be used as appropriate to age. Year 3 should begin the year using the pictorial marking code and progress on to using the Key Stage Two marking policy.

Monday 8th September

This is how to set out the date and title

This is how all children should be expected to write in their books. Handwriting should be cursive, with any digraphs or trigraphs taught as joined letters. When appropriate, children should begin to join their writing in full, using the joined cursive style.

sp. Write 1. 2. 3.
(The starting point for spelling corrections)

