Compassion – Courage – Hope – Integrity – Justice

Respect – Responsibility - Wisdom

Herne Bay Junior School

Marking & Feedback Policy

Policy Agreed: May 2019

Review Date: May 2020

Vision:

Marking and feedback are powerful tools in assessment of and for learning. It should form an essential part of teaching and learning.

Introduction:

Marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking demonstrates a respect for the work, gives it value, provides feedback, indicates ways in which the individual child can improve and informs teachers of next steps for learning. To achieve this, all work must be marked before future learning can occur.

Marking will also encourage children to look at errors in a positive manner, in line with the school's positive approach to self-assessment. Where possible, work may be marked with the child present, providing opportunities to discuss the work and agree next steps. When distance marking occurs it should be immediate and have impact.

Aims:

At Herne Bay Junior School we mark in a manageable and sustained way to:

- Improve a child's confidence and self esteem
- Celebrate and recognise achievement
- Provide constructive, accessible feedback to children about their work
- Encourage and involve children in the reflection of their current learning and to set next steps for future learning
- Assess and monitor the children's learning and provide information for future planning
- Develop children's responsibility for their learning
- Model and encourage progression of the children's ability to peer and self-assess honestly and accurately
- Encourage the development of core skills across the curriculum

Guidance for marking by teachers and supply teachers:
Teacher marking is only effective if:
- It informs both the child and teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read, understand and respond to the marking
- It is informing the teacher of learning needs which can be incorporated into future planning

Expectations:

All pieces of work in books should be acknowledged in line with this policy either through teacher marking or feedback, peer marking or self-assessment.

All pieces of work should be acknowledged before the next lesson in that subject area.

Marking in Mathematics

The purpose of marking in mathematics is to provide clear feedback to each learner on the outcomes of the work produced, as well as providing opportunities to correct errors or consolidate taught concepts. Teaching should not occur through distance marking, but instead, where required, through conferencing or small group work.

To achieve this, work in mathematics is marked with ticks and crosses to indicate whether it is correct or incorrect. Where an error has been made, a simple 'check and correct' prompt may be used to allow the learner to correct their error. Some additional questions may be provided to also allow opportunities for students to consolidate their understanding. When correcting errors, teachers need to reflect upon the cause of the initial error and whether, if reattempted, the child could get the question right.

Marking in other subjects

The curriculum book - used for the recording of writing, science and topic work - contains a fold out record of writing targets for each child. This is used during the marking process. As work is marked, reference will be made to the current targets that apply for that learner. If sufficient evidence over the course of multiple pieces of work demonstrates that target has been achieved, it will be ticked off and marked with the date of completion.

As work is marked, clear and appropriate next steps for writing may present themselves. These will become the next active target for the learner to focus on. These are written onto the fold out target sheet along with the current date. Children are encouraged to regularly review their current target(s) so as to help them know what to focus on.

Where a child is not acting upon their targets, teachers need to unpick why this may be and to take appropriate action. This could include:
- Placing the child in a focus group where appropriate modelling can take place
- Placing the child in an intervention group for specific teaching

In addition to the use of the fold out target card, all work will be acknowledge marked. Specific developmental marking that does not warrant a target may also be used.

Developmental Marking

Where there is a clear, achievable next step that will move a child's learning on, this can be identified through a marking comment. This is used to identify appropriate next steps for areas of learning other than writing which should instead be placed on the fold out target cards. If no obvious next step exists, teachers may choose to acknowledge mark the work, or to use a sticker or stamp. All work should be marked in some way.

Across the curriculum, developmental marking comments may be used to identify:
- subject-specific skills for the child to focus on
- core Maths skills that may be applied to that subject

- other next steps specific to the development of that individual, such as relating to fine motor skills or presentation etc.

Developmental marking comments will provide a clear, actionable next step for a child that they can focus on independently in their next piece(s) of work.

Highlighters

Highlighters are used to draw children's attention to aspects of their work. Work may be highlighted in green or pink as follows:
- Highlight work in ==pink== to show where an opportunity to meet a target was missed, for example, lower case letters where the target is to 'Consistently use capital letters accurately'
- Highlight work in ==green== to identify particularly impressive work, or examples where the target being worked on has been met.

Correcting Spellings

When correcting spellings, the most appropriate spelling(s) for each individual should be selected. Not every incorrect spelling should be corrected by the teacher, but persistent errors and errors in high frequency words should be identified. Teachers will use 'sp x 3' followed by the word to indicate that the correction should be copied out three times.

Teachers should plan to address common spelling errors either through whole-class teaching or through guided/focus groups.

Peer marking & self-assessment

At times it may be appropriate for children to peer-mark or self-mark their work. Teachers should be conscious of checking the quality and accuracy of peer and self-marking made by pupils. Children should use pencil to peer mark others' work. Teachers will need to model successful strategies and praise successful peer work.

Live marking

Marking and feedback can take place:

- at the end of a piece of work
- at intervals throughout the lesson, known as live marking

If live marking is used during a lesson, the finished piece should still be checked and marked as outlined above.

Verbal feedback

At times the most effective form of marking will be to provide verbal feedback to a child or small group of children. This may occur during a lesson or after a lesson. If verbal feedback is given, 'VF' should be recorded by the teacher at the bottom of the work.

Responding to marking

All marking should be read and understood by each child. If a marking comment requires a response, time must be allowed for this. As subsequent work is marked, teachers must review the responses to previous marking.

Marking quantity

There is no stipulation on the quantity on each type of marking, however all work should be marked in some way.

Peer-marking and self-assessment should be used sparingly.

Teacher handwriting

Teacher handwriting needs to be legible and model the school's high expectations – a fully joined, cursive script that is fluent, fluid and consistent should be used.

Teacher marking comments are to be written in red to contrast with pupil work.

Marking symbols

To ensure consistency, simple marking symbols may also be used as follows:

/	New line or new word needed
//	New paragraph needed
^	A word/letter/number is missing

In order to identify the level of independence shown through a piece of work, the following codes will also be used as appropriate:

P – Paired work

I – Independent work

G – Group work (without an adult to support)

S – Supported work

These should be written at the bottom of the piece of work, or alongside the portion of the work to which it applies.

Policy Monitoring, Review & Evaluation:

Marking and feedback will be closely monitored by subject leaders, Leaders of Learning, Headteacher, Deputy Headteacher and Governors as part of the School Action Plan through:

- book trawls
- lesson observations

- pupil conferencing
- moderation tasks