Compassion – Courage – Hope – Integrity – Justice

Respect – Responsibility - Wisdom

Herne Bay Junior School

Marking & Feedback Policy

Policy Agreed: Sept 2017

Policy Revised: June 2018

Review Date: Sept 2019

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.

Marking will also encourage children to look at errors in a positive manner, in line with the school's positive approach to self-assessment. Ideally work should be discussed and marked with the child present whenever possible, when distance marking has to occur 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/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 immediately – before the next lesson in that subject area.

Developmental Marking

Where there is a clear, achievable next step that will move a child's learning on, this is identified through a marking comment. 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 English or 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; the most effective marking is that which provides children with something to focus on and achieve immediately. Teachers should avoid 'teaching through marking' – guided/focus groups should be used to plug specific gaps instead.

Where a marking comment references an error or something that could be improved, this should be highlighted in the child's work in pink. This will draw the child's attention to this portion of their work, giving the marking comment a point of reference.

Check and Correct Marking

In some pieces of work, either instead of or in addition to a developmental comment, a simple check and correct comment may be used. These could ask a child to correct an error, redo a question or write a misspelt word out a number of times. 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.

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 developmental and check and correct marking will demand some form of response from the child. These responses may be shown as follows:

- Developmental marking – the child reads and understands the comment and then actions that comment by making improvements in subsequent pieces of work.
- Check and correct marking – the child corrects the error or copies out their spellings prior to the lesson, such as during registration time

It may be necessary to draw children's attention to their recent marking comments throughout a lesson to draw their attention to their next steps.

Checking responses to marking

When marking work, teachers need to look back over recent comments to remind themselves of each child's focus.

Where a child has read, understood and acted upon a comment, it is important teachers recognise this accordingly.
- Evidence of the action should be highlighted in green. For example if the child was asked to use capital letters for proper nouns, evidence of this being done insubsequent pieces of work would be highlighted in green. It is not necessary to highlight all examples.
- If a child was given 'sp x 3' to focus on spellings and these are now being spelt correctly, these corrections should be highlighted in green.
- Children should be trained that green highlighting shows praise for they have moved their learning forward.

Where a child is not acting upon their comment, 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

Check and correct marking must also be checked by teachers; it is not uncommon for spelling corrections to be misspelt or for corrections to remain incorrect. In these situations, teachers may ask the child to redo the corrections.

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

The most effective marking is that which is personalised, timely and clearly linked to moving the child's learning on. It is therefore an expectation that for every child, across a range of subjects, regular developmental and check and correct marking will be occurring.

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

<u>Teacher handwriting</u>

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

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

<u>Marking symbols</u>

Marking codes have been developed for consistent use across the school to make feedback accessible for all children and to make marking and feedback manageable for teachers. Marking codes should be displayed in class, stuck inside the English book, shared with children and used by children when peer assessing. These marking codes are shown on the next page.

In order to identify different types of feedback and support the following codes will also be used as appropriate:

P – Paired work

I – Independent work

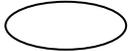**G** – Group work (without an adult to support)

S – Supported work

To ensure consistency, common marking symbols are used to highlight mistakes in pupils' work.

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

SYMBOL	FUNCTION
Sp _____	**Sp in margin** **Incorrect spelling underlined** **Correct and copy 3x**
? ～～～～	**? in margin** **Meaning is unclear** **Section that doesn't make sense**
P ⬭	**P in margin** **Punctuation error in this line** **Error circled**
/	**New line or new word needed**
//	**New paragraph needed**
^	**A word/letter/number is missing**
Aa	**Aa in margin** **Misused or missing capital letter**
Gr _____	**Gr in margin** **Grammatical error** **Error underlined**
	Great use of A CARP PIE

⋉	
VF	**Verbal Feedback given**
PIGS	**P = Paired** **I = Independent** **G = Group** **S = Support**