



# **A policy for marking pupil's work and providing feedback**

**Snettisham Primary School**

**September 2016**

Reviewed and agreed by Local Governors:

Review date:

## MARKING POLICY

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

**How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.**

This policy is:

- consistently applied by all staff (including supply staff),
- clear in its purpose,
- manageable,
- productive in its outcomes,
- informed by pupils' individual learning needs and previous assessments.

### PURPOSES – REASONS FOR MARKING

- To recognise, encourage and reward children's effort and achievement, and celebrate success, noting what went well.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and areas for development in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve personal targets.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To aid curriculum planning.

**Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.**

### PRINCIPLES

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

- they are made aware of the objectives of tasks/lessons and of the criteria against which their work will be marked/assessed;
- the learning needs of individual children are understood and work is matched and marked appropriately;
- their work is marked in such a way that achievement is acknowledged and teaching points are highlighted;
- where appropriate, marking/feedback is linked directly to learning targets.

Occasionally, we may ask children to mark their own work or mark a partner's work. A different coloured purple pen will be used to show this. Pupils will self- assess their own work to indicate their understanding using a smiley, straight or sad face next to the learning objective. For example:

😊 I understand the work I have done today.

😐 I need more practice with this.

😞 Please could you help me. (See appendix 2)

**Wherever possible, marking will take place with the children. It will offer guidance as to the extent to which learning objectives have been met (what went well) and will suggest the next steps children might take in their learning. Teachers will mark work using a green pen ~ this may include modeling of writing styles, correct punctuation, grammar or spellings. Children will respond to teacher comments using a purple pen.**

In order to achieve a whole-school approach, marking methods are agreed and are:

- consistent across year groups,
- developmental across the age range,
- consistently applied by all those working with children in school, including supply teachers and support staff.

#### THE NATURE OF FEEDBACK

- Comments will refer to the objective of the task.
- Comments may be oral or written, formal or informal.

Research has shown that immediate feedback is the most effective and is therefore more likely to be ORAL rather than WRITTEN. In this instance, work will be clearly labelled **VF** to indicate that verbal feedback has been given. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.

In the foundation stage feedback will be given 'in the moment' in the form of a discussion between the teacher and the child. These discussions will be indicated by a circled (D). Pupils' work will also indicate the level of support that was required to achieve outcomes using the following:

- I – independent.
- TS – Teacher supported.
- TAS – Teaching assistant supported.

Written feedback should be legible and clear in meaning. It should be developmental, ie children will find out what went well and what the next learning step will be. This will be indicated using a stamp and should be evident in at least one piece of work each week in English, maths and topic. Teachers will indicate how well a pupil has met a particular lesson objective using the terms: MP – more practice, OMM – objective mostly met or OM – objective met. This will be clearly written next to the learning objective.

## **MARKING METHODS/CLASSROOM PRACTICE**

Staff at Snettisham Primary know that immediate feedback is the most effective and is therefore most likely to be oral. Current educational research shows this to be so.

- When written feedback is provided, time needs to be built into lessons for children to reflect on marking and respond to it. This may be an interactive/questioning session.
- Writing sessions include time for giving children feedback including reviewing their current writing target.
- Teachers always mark that aspect of a pupil's work which relates to the planned learning objective. Spelling corrections will normally be limited to those words which the child should know. Where errors occur **sp** will be written in the margin and children will be expected to write the spelling correctly 3 times.
- Sensitivity is always shown towards children's work and comments will be positive whenever possible.
- Where errors do occur teachers will underline or highlight them in order to draw attention.
- Self-marking against shared learning objectives can help empower a child to realise their own learning needs and to have control over future targets.
- Marking guides will be displayed in all classrooms to ensure consistency across the school. (See appendix 1)

## **KEY FEATURES OF CELEBRATING ACHIEVEMENTS**

- Self-esteem is the most significant factor in being a successful learner.
- All achievements are linked, as each builds further confidence in future goals.
- Links between achievements should be made explicit to children.
- Children should see learning as a continuum which, given time, anyone can master.
- Achievements should be treated in exactly the same way.
- An ethos is developed of being able to readily identify achievements and proud moments.

# Marking Guide

## Appendix 1

- ✓ – correct
- \_\_\_ – incorrect
- sp – spelling error
- Green pen – teachers
- Purple pen – pupils
- OM – objective met
- OMM – objective mostly met
- MP – more practice
- VF – verbal feedback given
- ⓓ – discussion
- I – independent
- TS – teacher supported
- TAS – teaching assistant supported

# Self assessment

## Appendix 2

