

**Brighter Futures Academy Trust**  
**Marking and Feedback Policy**  
**Siddal Primary School**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
A Pendlebury	September 2015	October 2017
SLT	January 2017	January 2019

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

We believe that the most effective way of marking is through dialogue.

### **Purpose of Marking**

- To show children that their work is valued
- To demonstrate an appreciation of the child's effort
- For children to know how well they have done and what they need to do next
- To improve children's confidence in reviewing their own work and setting future targets by indicating the next steps in learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning, identifying pupils who need additional work or more of a challenge
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels/stages of the National Curriculum
- To promote higher standards
- To recognise achievement, presentation and effort
- To provide guidance on expectations of presentation
- To improve the organisation of the pupils work
- To ensure set tasks have been carried out and completed

### **Principles**

At Siddal Primary School marking will:

- Be constructive
- Be related to needs, attainment and ability
- Be related to specific criteria/learning objectives, including spelling, which the pupil should know in advance
- Ensure that pupils know how to reflect and react to comments on how well they are doing. Pupils, where appropriate, should respond to comments and initial to acknowledge.
- Children will be given RAR time for 'improvement and reflection' so they can internalise your comments and transfer your improvement suggestions to another piece of work in a new context.
- Provide pupils with opportunities to assess their own work and that of others, pupils to use traffic light system to indicate how they felt about a piece of work, e.g. traffic light marking trays, self-marking faces.
- Ensure work is marked as quickly as possible i.e. same lesson, same day or next day.
- Ensure that purple pens are used for teacher marking, green pens by pupils to respond to marking and edit their work.
- Ensure that all marked work is initialled.
- Care should always be taken to preserve the integrity of pupils' work.
- Work can often be marked by the children themselves. In this way the class can discuss and explain the answers and any misconceptions addressed.

- Marking should be done using cursive, legible writing, following the school's handwriting policy.
- All marking should use the agreed code used (see appendix)

At Siddal Primary School pupils' work should:

- Use DUMTUMS when appropriate to pupils level or understanding
- Have the learning objective/ outcome at the top of the piece of work and underlined in KS2, where appropriate or created by the teacher on a label and stuck in a book.
- Be completed in pencil; pens may be used for writing once the child has achieved their pen license, only handwriting/fibre pens are used by the pupils
- Be on paper with margins wherever possible.
- Be on squared paper for maths and pupils should put a digit/mathematical symbol in each square when recording.
- Respond fully to RAR in green pen.

### **Quality Feedback and Marking**

Immediate feedback is the most effective form of instant assessment and reflection for the pupil.

#### **Feedback should;**

- Refer to the learning intentions of the task or be personalised to the pupil's targets or next steps
- Form the basis of a discussion between teacher and child e.g. set and review targets
- Be a dialogue between teacher and pupil
- Provide strategies/points for improvement

#### **Oral Feedback**

Oral feedback is often the most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions/personalised targets. Oral feedback is usually interactive and developmental. It gives reassurance or a quick check on progress. The effect of a teachers comment will be seen in a pupil's response in moving on to the next learning step.

#### **Written feedback should be:**

- Legible and clear in meaning
- Developmental – children should find out how they are getting on and what the next learning step will be.

#### **Professional Judgement**

Corrections should support the pupil's learning and it should be remembered that too many can overwhelm and demoralise the pupil. Teachers must use their professional judgement when deciding how many corrections to mark.

The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups. These should be rotated to target all children. Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making

and targets they need to work towards. It is recognised that some pieces of work will not be marked in detail, as marking is only effective if the child is given opportunities to respond to the comments. Teachers should respond to pupil's comments or corrected work, by initialling.

### **Equal Opportunities**

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

### **Specific Details on Year Groups**

#### **Nursery/Reception**

- In Reception we rely mostly on verbal feedback, usually a positive comment and a target for development
- Any written work focuses on 1 star and a RAR (1 positive comment and something to be improved). Focus from Spring B/Summer term.
- On all pieces of written work it is indicated whether the child has completed the work independently or with some assistance.
- Learning journeys profile individuals work and link to the development matters themes.

#### **KS1**

- In KS1 we focus our marking on 2 stars and a RAR (2 positive comments and something to be improved), in writing.
- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.
- Work is marked according to the lesson objective.
- On occasions children will mark their own work and be encouraged to evaluate what they have learned.
- Verbal feedback could be given in the form of: teacher/TA feedback and talking postcards.
- Where a large proportion of the class have misunderstood a concept this is planned into the shared session of the next lesson. This means that correction is not repeated in lots of books – but addressed as a whole class.
- Agreed symbols are used to indicate where children need to make changes. These are displayed in the classroom.

#### **KS2**

- In KS2 work is marked according to the lesson objective. We still focus on two stars and RAR in writing.
- Where a large proportion of the class have misunderstood a concept this is planned into the shared session of the next lesson. This means that correction is not repeated in lots of books – but addressed as a whole class.
- Verbal feedback could be given in the form of: teacher/TA feedback and talking postcards.
- Agreed symbols are used to indicate where children need to make changes. These are displayed in the classroom.

## **Agreed Codes**

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful. Siddal believe in following a consistent practice throughout the school.

The following agreed code will be displayed in all relevant classrooms so that all children are aware of the meanings of the various markings.

Comments should be written whenever possible, giving targets for future work.

✓ Correct

. (dot) look at work again incorrect

FR- Focus Review Group

VF- Verbal Feedback

SSS/ - Siddal Superstar Sticker

I - pupil worked on task independently

TA - teaching assistant support (group)

T - teacher support (group)

1:1- one to one work

RAR – read and respond

Purple pen – adult marking

Green pen – pupil editing

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. They must also be given the opportunity to seek further clarification if needed.

## **Monitoring the Policy**

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done regularly by the senior leadership team.