

Barleyhurst Park Primary School



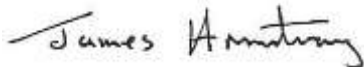
Barleyhurst Park Primary School

Marking and Feedback Policy

Approved by Headteacher and Chair of Curriculum and Standards Committee

Date: December 2019

Signed:

A handwritten signature in black ink that reads 'James Armstrong'.

Chair of Governors

Barleyhurst Park Primary School



INTRODUCTION

We believe that all pupils are entitled to have their work marked in such a way that it is likely to improve their learning, develop their self-confidence and provide opportunities for self-assessment. We aim to provide pupils with constructive feedback on their achievement against the learning objective and inform them of ways in which to improve their work. We recognise the importance of giving them time to respond to marking to help them become reflective learners. We believe it is important that our approach to marking work and giving feedback is consistent across the school and understood by staff, pupils and parents.

AIMS

We mark work in order:

- To demonstrate that we value their work and to encourage them to do the same.
- To promote self-esteem through the use of praise and encouragement.
- To celebrate their successes and achievements.
- To inform them of the extent to which they have met the learning objective.
- To give clear strategies on how they can improve their work.
- To evaluate progress and inform future planning.

PRINCIPLES OF MARKING AND FEEDBACK

- All work should be marked appropriately.
- If not the usual class teacher, staff should initial the work so the marker can be identified.
- Handwriting should be neat and legible, using green ink.
- The marking symbols used should be consistent across the school (see school marking code).
- The marking should be done as soon after the work has been completed as possible and before the next lesson in that subject.
- The marking should always relate to the learning objective and, where appropriate, the Compass Achievement Statements.
- Feedback should focus on improvements that will have a positive impact on the pupil's next piece of work.
 - ❖ Comments should be child-friendly and appropriate to the age and ability of the pupil.
 - ❖ Pupil should be given the opportunity to respond to the marking of their work. This might include making corrections, responding to questions or comments or talking to the teacher.
 - ❖ Rewards, such as praise, stickers and stamps, should be used to recognise pupils' efforts and achievements and raise their self-esteem.
 - ❖ Where appropriate, pupils can mark their or each other's work e.g. mental Mathematics quizzes, but this is always reviewed by the teacher.



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ENGLISH

- English work is marked with constructive comments praising the pupil's successes and indicating points for improvement. Good features which meet the success criteria may be highlighted.
- For Big Write work we use the two stars and a wish form of marking and feedback. The stars indicate successful features that contribute to the effectiveness of the writing. The wish gives a target for improvement that will have a positive effect on their next piece of writing and help to move their writing on to the next level.
- Once or twice a week teachers provide pupils with the opportunity to edit or redraft their work by writing comments that expect immediate action. The focus may be a particular paragraph or small section of writing. Pupils are expected to focus on key areas identified by the teacher, these may include spellings, punctuation, grammar, powerful vocabulary or sentence structure. Teachers may also pose questions for pupils to respond to which will help them with the crafting of their ideas. Pupils take on board these comments written by the teacher and focus on improving the content, and where necessary, the quality of their presentation.

SPELLING

- We try to identify no more than five spellings that we think should have been spelt correctly. These usually relate to misspellings of taught letter patterns or common words. When an error is recognised, we write 'Sp' beside the word and either write the correct spelling above the mistake, write the word at the end of the piece for the pupil to practise or ask the pupil to use a dictionary to find the correct spelling. When a pupil has to practise a spelling, the number of times the spelling should be written is indicated. The approach used is dependent on the word and the age and ability of the pupil.

MATHEMATICS

- Mathematics work is marked to show whether the answer is right or wrong. Correct answers are ticked and incorrect answers have a dot at the side of them. A written comment is used to tell the pupil how well they have met the learning objective or to identify next steps. Next step marking should be used at least once a week where a stamp will be placed in pupils' books to make it clear to them that action is required. Pupils need to provide a detailed response as appropriate, simply initialing the teacher's comment is not enough. Improvement prompts may take the form of a reminder, a question or a modelled example. A correct method with an incorrect answer through miscalculation may have a tick for the method and an appropriate written comment. When a number is reversed we show the correct orientation at the side of the pupil's work.

MARKING OF OTHER SUBJECTS

- Written work in other subject areas is marked against the expected learning outcomes and next steps are identified as appropriate. Where subject specific vocabulary is written, this should be spelt correctly. Questions are used to encourage pupils to reflect on their learning.

MONITORING

- This policy is monitored by the Senior Leadership Team and subject leaders to ensure it is being implemented and that high-quality marking is taking place. Written and verbal feedback is given as appropriate and examples of good practice and areas for development are discussed with staff.



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MARKING CODE

Correction should be based on individual children's needs.



Over the learning objective indicates that the child has not understood and will need more help and support.



Over the learning objective indicates that the child has not completely achieved the objective and will need a little more help.



Over the learning objective indicates that the objective has been met by the child.



Pupils are encouraged to add a circle of colour on their completed work to show how well they feel they have achieved the learning objective.

A traffic light stamp next to the learning objective indicates that the teacher still requires the child to record their self-assessment of their learning against the learning objective.

AN

If not the usual class teacher, staff should initial the work so the marker can be identified. (Where teachers job share, initials will still be included after each piece of marking)

S and I

to be used if a child is working as part of an adult led group to show which parts of their work were completed independently and which were completed with support.

V

indicates that the work was marked with the child and verbal feedback was

given. Sp

in the margin or next to the word indicates a spelling error.

^

in the text indicates that there is a word missing.

//

in the text indicates that a new paragraph is required.

BIG WRITE/ ENGLISH MARKING



Indicates achievement in relation to the learning objective or the child's individual target or a successful feature that contributes to the overall effectiveness of the writing.



Indicates a target for improvement that will have a positive effect on their next piece of writing and help to move their writing on to the next level. This is something that the pupil can act on straight away and requires a response from the pupil.



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MATHEMATICS

- ✓ A tick indicates the answer is correct.
- . An incorrect answer will have a dot at the side of it.



a footprint stamp indicates next step marking and is used at least once a week.

PC a pupil will write 'PC' after they have completed a lesson, one to two times a week. They will then write a comment describing what they have achieved, but also key things they need to remember for next time. This will reinforce the learning that has taken place.

One digit in one square

Correct orientation of numbers will be reinforced for reversals as appropriate for the age and ability of the child.

When practical / hands-on learning has taken place, photos are taken and stuck into pupils' books. Pupils then comment to explain what they had to do.