



Esh Winning Primary School

Marking and Feedback Policy

'Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well and what they need to better next time.' OfSTED

Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. At Esh Winning Primary School we believe that marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives and children's own specific areas for improvement. This will enable children to become reflective learners and help them to close the gap between current and desired performance.

Principles

Marking should:

- Give recognition and appropriate praise for children
- Be manageable for teachers
- Relate to learning objective and the success criteria, which need to be shared with children
- Involve all adults working with children in the classroom
- Support clear strategies for improvement
- Respond to individual learning needs and attainment
- Diagnose need
- Inform future planning and individual target setting
- Use consistent codes throughout school
- Encourage and teach children to self mark or peer mark wherever possible

Formative feedback/marking

For all pieces of written work and where possible in practical activities, oral feedback in the course of the lesson and written marking/feedback at a distance will focus on the learning objective and then the child's personal standards. Asking or writing a question will help create a dialogue and having regard to Bloom's Taxonomy will ensure higher order questions are asked.

Pupil response

Children will have an opportunity to respond to marking and feedback by completing corrections and improving learning the following day. All improvements and corrections by pupils will be in green pen or pencil. This will form a learning dialogue. Learning should show evidence that this is the case.

Esh Winning Standards

Esh Winning Standards were developed to promote high expectations across school. Each child has a set of individual standards which are kept on desks at all times. Children are encouraged to use these during tasks and to inform staff when they believe they have achieved. Teachers will refer to these when marking and use them to inform feedback and planning. They will tick and date when a child achieves each standard. Key Stage One's standards are a single sheet with reading, writing and maths included. In Key Stage Two children have a standard card for each subject which are held together with a keyring.

Self-marking

Children should self-evaluate wherever possible. They can identify their own successes and improvement points. The ability to do this depends on appropriate scaffolding by teachers.

Paired marking

During the lesson children can sometimes be asked to mark learning in pairs. Ground rules should be adopted as a class for this exercise.

Shared marking

Use a piece of anonymous work enlarged on the smart board (using either the visualiser or AirServer) to model the marking process and teach particular points at the same time.

Quality Marking

When marking independent writing (usually one per week), staff use the marking codes listed below and encourage children through assessment for learning comments to achieve. Assessment for learning can scaffold learning, challenge thinking, encourage explanation or develop skills. A range of these will be used across a school year.

Marking codes

We will mark using only a red pen.

When marking a piece of emergent writing the teacher should redraft underneath.

VF Verbal feedback

I Work done independently

Supply Supply teacher

HS/MS/LS Support - Amount of support given (low, medium, high)



Missing punctuation and missing capital letters (in Years 2 - 6, a 'p' is used in the margin to indicate a punctuation error and a 'c' for a capital error. Children must identify the error).

necessary



Spelling error - please learn this word. Practise it 3 times at the end of your work. (In older classes an 's' is used in the margin to indicate a spelling error. Children must identify the error using the dictionary when necessary).



Change this word, phrase or sentence (in Years 2 - 6, an error is indicated in the margin. Children must identify the error).



Missing word(s)



New sentence



New paragraph



If you make a mistake, put a line through using a ruler



Identifies an area to improve

Next steps are identified at the end of some learning. This could be a question to clarify, explain, improve, challenge. Pupils respond in green pen or pencil.

Within Key Stage Two (and in Year 2 for the most able children), the marking becomes more challenging as we encourage the children to become more independent when looking for errors. A marking code is used in the margin to identify the line where there is an error, as the year progresses this then becomes the paragraph when appropriate. The codes are spelling (S), grammar (G), punctuation (P) and tense (T).

We also encourage the use of editing slips, these are slips of paper which children can use to improve a section or line of writing. When they have identified the section that needs editing they rewrite a paragraph on the slip and stick it into their book. It is still possible to see the previous sentence by lifting the slip and reading underneath. Staff can also direct children to use an editing slip during verbal feedback.

Last Reviewed: April 2018

Next Review: April 2019.