

WIGMORE PRIMARY SCHOOL POLICY

Primary School Marking and Feedback

The marking of children's work is a fundamental part of the process of teaching and learning in school and it is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives valuable feedback and indicates the ways in which the individual child can improve. We believe that by commenting constructively on a child's work, we can encourage children to have a sense of pride in their achievements and to strive for continuing improvement.

Purpose

At Wigmore Primary School, we believe that the purpose of marking is:

- to inform planning
- to provide information for assessment; gather evidence of a child's understanding
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to assist learning
- to recognise achievement, presentation, progress and effort
- to show pupils that we value their work
- to promote and encourage high standards
- to challenge, stretch and extend learning
- to correct errors, identify and address gaps in learning and misunderstandings
- to encourage pupils to reflect on their own learning

1. Guidelines for Marking

The retention and development of a pupil's self-confidence is a critical element for learning and it is essential that pupils continue to feel good about themselves and valued.

We all (teachers, pupils and parents) understand that there are two main types of marking, *hard* and *soft* marking. Soft marking is used to inform a pupil that their work has been seen and may take the form of a tick, a smiley face or a single comment such as *Well done!* Although most of this policy relates to *hard* marking, there is a place for soft marking. This could be used for:

- individual maths calculations
- writing a sentence given a specific criteria
- completing work for display
- some homework tasks

Ideally, marking should be done during or as soon as possible after the completion of the task and preferably before the next teaching session of that subject.

We encourage teachers to mark sensitively and to apply their judgment when choosing the type, detail and focus of the marking. The level of marking will also depend on the teacher's knowledge of the child, the learning objective and the child's individual learning targets.

Where marking takes place after the task has been completed, the teacher will make a positive comment celebrating the child's achievement and where appropriate, provide some constructive criticism. This may take the form of; *Next time..., Even better if...Remember to...Next steps...* Focused marking should be undertaken at least once a week for all core subjects.

2. Types of Marking

We encourage staff to use their knowledge and judgment to decide upon most appropriate forms of marking for a particular piece of work. Quality marking may include the following types:

Dialogue Marking

This may take place within a sequence of lessons and can be used to address misconceptions or extend learning. A direct response is required from the child.

Good examples may include:

- What would happen if the numbers were 10 times bigger?
- Why is 32 the incorrect answer?
- Can you find another strategy for solving the same problem?
- Can you see a pattern in your previous answers that will help you with question 5?
- What is the definition of this word?

Summary Marking

This involves giving a positive comment on a pupils' understanding of what they have learnt and can encourage children to reflect on their strengths and what they have done well. It often links to the learning objective or specific success criteria.

Good examples may include:

- You have shown an improved understanding of using a number line when adding 2-digit numbers. You now need to set out your work more clearly in order to clearly be able to count your jumps
- Well done! You can identify the main and subordinate clauses within sentences. Next steps are to try and use some complex sentences within your own writing.
- You have shown a good understanding of a written method for addition. You corrected your understanding of place value and can now confidently add two 2-digit numbers!

Targeted Marking

This style of marking can be used to clarify or extend understanding and address misunderstanding and gaps in learning.

Good examples may include:

- How many units has 490 got within it? What is the value of the 9 within 490?
- What title would be suitable for this piece of work?
- Look back at the original poem structure. What do you notice about the lines?
- Careful! The denominator stays the same in both the mixed number and the improper fraction. Can you provide an example?
- Explain your opinion in more detail.
- Take care when rounding to the nearest number, e.g. 4.49 to round down or 4.5 to round up.
- Can you give two more examples of words that rhyme with spin?
- Written prompts to scaffold children's understanding of a calculation strategy.

3. Self and Peer Marking

Where appropriate, children may mark their own or another child's work. This may take the form of success criteria, 3 stars and a wish, happy/sad faces or numerical marks. For some pieces of writing, children are encouraged to edit or 'polish' their own or others' work. In all cases, the teacher will review this marking.

4. Response to Marking (RTM)

Pupils need to be given time to reflect upon marking and to respond to it, to ensure that it is of benefit. Therefore, marking needs to be explicit about what the pupil needs to do. Response to marking may take the form of corrections, extension task, a HOT question or task completion. Corrections (which are marked with a * or a C) should support the child's learning and staff understand that too many can overwhelm and demoralise. We encourage children to write a response to some pieces of marking but the true impact of marking and feedback will be reflected in pupil progress either within the next piece of work or over a period of time. It is imperative that when a child responds to marking, we as teachers, respond to their response.

5. Marking in Different Phases

At Wigmore Primary, we understand that marking and feedback needs to be tailored to meet the age and ability of each child and the subject being marked. This policy will be used throughout the school but the details below will guide teachers in specific year groups.

Foundation Stage

- On all pieces of work, it is indicated whether the child has completed the work independently or with some assistance
- Children will receive verbal feedback and this is usually recorded on the child's work or in the teacher's records

Key Stage 1

- Work is sometimes marked and discussed with the child present. This verbal feedback will be recorded against the work.
- The level and detail of marking will depend on the ability of the child
- The marking code will gradually be introduced during Years 1 and 2 so that by Year 3, all children will be familiar with the code that we use
- Highlighters may be used to identify good words/phrases or improvements that need to be made
- No more than 2 spelling errors to be identified within a piece of work
- Writing comments may be printed, depending on the handwriting and reading ability of the child. Specific care needs to be taken with spelling and punctuation as we are role models for the children

Key Stage 2

- The marking code needs to be fully explained to all the children and used appropriately in order to move learning forward
- No more than 3 spelling errors to be identified within a piece of work
- Comments should be written in neat, joined up handwriting








6. Marking Across the Curriculum

When providing feedback on foundation subjects, staff always ensure that marking comments will include references to English and maths objectives whenever possible.

7. Monitoring and Review

We will ensure that these guidelines are being used consistently throughout the school by carrying out regular book scrutiny as part of our QA arrangements. This will be the responsibility of the SLT and subject leaders. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

Marking Code

O	Capital letter or full stop error
^	Letter/letters/word missing
~~~~~	Read this part through, it doesn't make sense
_____	Spelling error (correct over the top or write in the margin) No more than 2/3 spellings to be identified within a piece of work unless the objective is spelling.
?	Question mark error
,	Comma missing
“ ”	Speech marks missing
’	Apostrophe missing
//	New paragraph needed
* or C	Correction needed/response required
Ext.	Extension task
 Verbal feedback given.	Verbal comment (brief description of conversation required)
 Independent work	Child worked without adult support
 T.A. assisted work	Child worked with the support of a Teaching Assistant
 Teacher assisted work	Child worked with the support of a Teacher
 Even better !!	Feedback provided on next steps
 Talk to me about this work.	Teacher to provide verbal feedback
 Objective achieved	Learning objective achieved

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