

# Seaton Delaval First School

## Marking and feedback Policy

Adopted: September 2019

Review date: initial review July 2021

Chair of governors:

### Rationale

All pupils should be aware of the learning objectives and success criteria for all recorded work. They will be aware that their work has been acknowledged by the teacher and will understand if it has not met the objectives and how to improve the quality. They need to be given time to read and act on feedback.

### Purposes

- 1) To improve work against specific criteria or targets in order to improve learning and inform future planning.
- 2) To inform and involve pupils in target setting and evaluation of progress.
- 3) To use a standardised marking code throughout the whole school to promote assessment for learning in a time efficient way.
- 4) To reduce teacher workload by encouraging greater pupil self evaluation and involvement in the assessment process.

### 6 Principles of Effective Marking

1. It must be **MANAGEABLE**.
2. It must not involve **REPETITION**.
3. It must be used and be **USEFUL**.
4. It should involve the **CHILDREN**.
5. Fundamentally it should **TEACH** the children.
6. Marking is **not** the **final** act.

### Guidelines

- 1) The learning objective should be clearly understood by pupils and recorded work should be marked based on that criteria or individual pupil targets.
- 2) All pupils should be aware of the learning objectives of the recorded work and their own class, group or individual targets.
  - a) Pupils should be encouraged to evaluate their own work and the work of others as part of the assessment process.
  - b) Teachers should regularly model the marking process using an OHP or whiteboard.
  - c) Teachers will not write comments on every piece of work but on weekly focussed pieces of Maths and English. These comments can be presented as a '**challenge**.' These comments or prompts should encourage pupils or set new targets. i.e.
    - **Reminder Prompt** - reiterate the learning intention ["How do you think Cinderella felt here?"].
    - **Scaffold Prompt** - teacher decides what they would like the child to do then find way of handing it back to them ["Describe the expression Cinderella has on her face. Do you think she was cross? or Cinderella was so cross because....."].
    - **Example Prompt** - teacher models a possible improvement then asks the child for an idea of their own ["Choose one of these or your own. Cinderella was sad because the ugly sisters made her clean. Cinderella was sad because she worked all day."].
    - **Steps Prompt** - teacher outlines steps to take to improve ["First... Then...."].
    - **Challenge/Justify prompt** - teachers poses a challenge to child ["Can you tell me more about....."].

- 3) A marking code will be shared with pupils and their parents. Fewer long comments on secretarial skills, e.g. handwriting and spelling, will be necessary.

## English

### Year Two, Year Three and Year 4

↑ = Improve or insert. This might be accompanied by a letter i.e. ↑ V. This would mean to improve vocabulary by substituting a more expressive word, or ↑ reasons - which would ask pupils to extend an argument or hypothesis or use a more appropriate method to complete a calculation.

VF = Orally discussed with child during the recording process - Verbal Feedback

○ = missing capital letter

\_\_\_\_ = underlined word means check spelling (only ones the child should know or word was on display)

// = Paragraphs

V\\V\\V\\V\\ = read again and check for sense

✓ = Acknowledgment that work has been seen and meets with objectives or teacher expectations. A **green** pen should be used to acknowledge success. All guidance and feed back should be written in a coloured pen (not **green**).

✓V = A good example of vocabulary.

✓C = Good use of connectives.

✓O = A good opener.

✓P = Good or appropriate use of punctuation.

### Reception and Year One

↑ = Improve or insert. This might be accompanied by a letter i.e. ↑ V. This would mean to improve vocabulary by substituting a more expressive word, or ↑ reasons - which would ask pupils to extend an argument or hypothesis or use a more appropriate method to complete a calculation.

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### Sustained writing / extensive pieces of work/ Star Writing/ extended cross curriculum writing

2/ 3 stars and a challenge should be used to show children where they have been successful in their learning [knowledge, understanding or skills] and targets for improvement (challenges). The two/ three places where the child has best addressed the success criteria of a lesson should be starred and commented upon in **green**. One area for improvement should be highlighted and presented as a challenge. The challenge should be presented in a colour other than **green**. **There is no expectation for this level of marking to appear on every piece of work.**

### Mathematics Year 2, 3 and 4

● = an incorrect answer (dot is blue/black etc)



= child has corrected initial incorrect answer (correct symbol in **green**)

— = Mistakes should be indicated by the child using a straight line through the mistake.

○ = look at this again (circle/oval should be in black/blue etc)

✓ S = Good strategy used to complete a calculation.

**Challenge** = teachers should set challenges for children based upon information gathered from marking, assessments and observations

### **Mathematics Reception and Year 1**

● = an incorrect answer (dot is blue/black etc)

✓● = child has corrected initial incorrect answer (correct symbol in **green**)

— = Mistakes should be indicated by the child using a straight line through the mistake.

✓ S = Good strategy used to complete a calculation.

**Challenge** = teachers should set challenges for children based upon information gathered from marking, assessments and observations

### **Self-assessment strategies**

Symbols should be used by younger children and / or teacher to evaluate progress or achievement of the objective e.g.-

☺ = I have met the objectives or achieved a personal target.

☹ = I have found this difficult or I am not sure of the concept.

☹ = Need some more help or practice.

### **Self-marking by pupils**

When children self-mark they put down their normal pencil and pick up the special pencil [the same colour as pupils use to 'level up' their Star Writing and spend a few minutes of every lesson self-marking. Pupils will highlight their success using a highlighter pen and improve using their special pencil. Self-marking can be done in a number of ways including individually or as a group, as a whole class checking focus in relation to success criteria such as key spellings.

*Children identify successes and make immediate improvement to their work and future work.*

### **Spelling**

Any spelling mistakes, which the teacher judges that the child **should** be spelling accurately according to their stage and taught experiences, will be written in their individual Home to School diary with the expectation that pupils will practise spelling these words as well as their weekly differentiated spelling list.

### **'Fix it' prompts and time to respond**

Teachers 'quick mark' all work [in English using codes VCOP depending on learning focus] and, if necessary, will write a 'fix it' prompt for pupils to respond to at the beginning of the next lesson, during ERIC or daily 'Basic Skills' session. 'Fix it' prompts are quick corrections that need to be made e.g. correct/ add missing punctuation, spelling of HFSV, presentation or a handwriting aspect.

### **Verbal feedback**

Teachers or other adults constantly support pupils learning during every lesson. When adults give additional input [to remind or reinforce learning or to address a misconception] this will be recorded on a plain white sticker and then stuck into a pupil's book. Adults will use this to review and adjust planning and pupil targets.

### **Summative assessment**

Certain pieces of work will be used for assessment, cross moderation or tracking purposes. These samples will be given a National Curriculum year Group Band i.e. emerging/ developing/ secure/ exceeding + mastering, a Foundation Profile Band or a P scale Band. During 2015 - 2016 we embedded a new system to track and record progress, achievement and attainment using Key Performance Indicators and Performance Standard. During 2016 - 2017 we will embed an evolved system to track and record progress, achievement and attainment using scale points within each band for Year 1 to Year 4 e.g. Year 1 emerging = 4, 5 & 6, developing = 7, 8 & 9, secure = 10, 11 & 12, and exceeding/ mastering = 13, 14 & 15. [Reference will always be made to Year Group Key Performance Indicators and Performance Standard.]