Seaton Delaval First School
Marking and feedback Policy

Sign:
Date: March 2021
Review: March 2023 or sooner if required

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.

Teachers will use a sticker for each piece of English and Maths work that clearly details the learning objective and the differentiated success criteria; teachers with use this to mark work and tick LO/ SC to demonstrate achievement and success. This will reduce the need to write explanation comments and improve efficiency.

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

\/\/\/\/\/\= 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 (black).

✓V = A good example of vocabulary.

✓C = Good use of connectives.

✓O = A good opener.

✓P = Good or appropriate use of punctuation.

A "Fix it" prompt will be recorded to support pupils to correct error or misconception.

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

Teachers will '√' success criteria recorded on a prepared sticker at the top of the page to show children where they have been successful in their learning [knowledge, understanding or skills]; a challenge should be given and targets for improvement. 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** [black]. **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 black)

 = 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)

✓S = Good strategy used to complete a calculation.

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

A "Fix it" prompt will be recorded to support pupils to correct error or misconception.

Mathematics Reception and Year 1

● = an incorrect answer (dot is black)

 = 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

A "Fix it" prompt will be recorded to support pupils to correct error or misconception.

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]. 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 ear 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.]

Tweaks after staff consultation:

Marking/ feedback:

What is the purpose? Always be clear what and why you are marking and for who.

Intent? Implementation? Impact?

Workload balance?! Review and discuss with HT.

DO NOT MARK Topic work the same as Eng/ Ma. Think LO/ SC only which is on a sticker?! Quick mark.

VCOP/ SPaG – at the end of a piece write VCOP and tick rather than initial throughout text.

Sticker with LO + SC and tick – saves time, focussed marking and feedback, no need to write lengthy comments about what a child can demonstrate, etc.

No lengthy comments because of sticker [help with titles].

Brief comment, if needed, for misconception or to address errors to improve learning of LO/ SC – AoL/ AfL/ ARK.

'Fix it' – related to LO/ SC or handwriting/ presentation [generic for all written work/ PD & BA].

'VF' – brief comments but has to mean something related to LO/ SC/ targets/ etc.

e.g. VF – joined handwriting needed.

e.g. VF – use a ruler.

e.g. VF – capital letters [support Fix it].

Star Write – at end of Unit [2 weeks or 3 weeks maximum].

English – correct/ annotate spellings they should know/ provide word banks or spelling banks or dictionaries to help raise spelling.