

Cleobury Mortimer Primary School Marking and Feedback Policy - September 2018

Our core belief:

Marking and feedback should praise achievement and provide achievable advice on how pupils can improve their work.

At Cleobury Mortimer we believe that marking is an essential part of the teaching and learning process. Marking is seen as a means of monitoring progress and achievements, and to inform the child and the teacher of future learning. The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all of the staff.

Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

When teachers have taken the time to give thorough written feedback, pupils must be given time to respond to the comments and targets given in subsequent learning sessions.

Purpose

- To encourage, motivate, support and promote positive attitudes by valuing and celebrating pupils' work.
- To correct errors and address misunderstandings.
- To provide constructive feedback that allows pupils to reflect on their past performances and to set new targets together with the teacher.
- To provide information for assessment and inform future planning.

Principles

At Cleobury Mortimer marking should:

- Be constructive and consistent, acknowledging what has been achieved as well as highlighting areas for improvement.
- Be related to needs, attainment and ability.
- Be related to specific criteria/learning objectives which the pupil should know in advance.
- Encourage pupils to make a personal judgment about their work and to evaluate each others' work in a positive manner.
- Be completed as quickly as possible.

Marking and Feedback in all Subjects:

- Pupils should have the opportunity to self-assess their work in all subjects. This may be using their targets or against the success criteria.

- Teachers will feedback whether the child has met the objective by adding a colour next to the objective. This is further explained below:

Colour	What it states	Further explanation
Highlighted or ticked in green	Pupil has met the objective.	<i>The pupil has demonstrated that they have used the success criteria to help them meet their objective. They have worked independently, are able to explain their understanding and can apply their knowledge in other examples or settings</i>
Highlighted or ticked in orange/yellow	Pupil has partially met the objective.	<i>The pupil has achieved part of the objective independently, or all of it with support but is unable to explain learning or apply their knowledge to other examples independently. They need to revisit this objective</i>
Colour not given means this pupil should be given time with teacher or TA to ensure they meet the objective.	Pupil has not met the objective.	<i>The pupil has not been able to achieve any part of the learning objective independently and even with support has found it difficult. Work maybe pitched at the wrong level.</i>

- Teachers will mark work and give feedback as appropriate and necessary.
- Written feedback:
 - When marking, teachers will use **green pen to show the positive aspects** of the work and **pink pen to give the pupils a comment to move them forward**. Pupils should then be given time to respond. (KS2 will use purple pen to respond)
- To praise good work, teachers will use positive verbal feedback, ticks, double ticks, house points and raffle tickets.

Corrections

- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking.
- Not all spellings should be corrected; teachers should choose three key spellings for the children to correct.
- Teachers will use the punctuation marking key. These symbols should be placed in margin and pupils should be given the opportunity to find and correct mistakes themselves.
- All pupils will understand the cross curricular punctuation marking key which will be displayed in all learning environments.
- Children should cross out with one neat line.

English

- English books must be marked with green and pink for a closing the gap comment, some of which can be done whilst circulating during the lesson. Children then get immediate feedback and can respond straight away.
- Any feedback, whether teacher, self or peer assessment, should usually be related to the objective and success criteria.
- Pupils must then have the opportunity to respond to this feedback at the start of the next lesson, when they correct any mistakes and respond to their closing the gap target.
- For extended pieces of writing, the children should use a double page in their books. They write on one side and the teacher should then give them a moving on comment on the opposite page, where the children can respond to it underneath.

Mathematics

- When marking maths books, teachers will code learning objective (highlighted/ ticked in green, orange / yellow, no colour means they will be given extra time with T or TA - note added to show this has been addressed).
- Pupils will have the opportunity to self-assess their performance at the end of every lesson. This will be communicated by a smiley face (one square) to the right hand side of the learning objective.
- Pink and green comments will be used and pupils may be given a question or statement to respond to or an area they need to go back to correct. Comments could be made to emphasise the open ended nature of mathematics and will encourage the child to feel safe when tackling problems.
- Time must be given for children to complete this at the beginning of the next lesson.
- Teachers will ensure that they check the pupil's response.

Appendix 1:

Marking Key KS1

Symbol	Meaning
✓	Good point/good idea!
✓✓ or highlighted in green.	An excellent example of work.
HP	Well done- you've earned a housepoint!
C	Can you find where the missing capital letter should be? Can you spot where a capital letter needs to be corrected?
Word <u>underlined</u> or highlighted in pink. Sp. in the margin = use the working wall to correct the spelling yourself.	Write this spelling out correctly where your teacher has written the corrected version. Sp followed by correct spelling. 3 times in KS1 <u>Note:</u> a wiggly line, written in pencil, means that you want to go back and check the spelling later when you do your editing.

.	Can you find where the missing full stop should be? Can you spot a full stop which needs to be corrected? Sometimes, a circle may be added to indicate where it is missing.
^	Can you spot where you need to add something to this sentence?
Ind.	Independent work.
	Speech bubble indicates oral feedback given.
Ph	You have used your phonic skills to sound out words.
	You have included finger spaces.

Marking Key KS2

Symbol	Meaning
✓	Good point/good idea!
✓✓ or highlighted in green.	An excellent example of work.
HP	Well done- you've earned a housepoint!
C	Can you find where the missing capital letter should be? Can you spot where a capital letter needs to be corrected?
Word <u>underlined</u> or highlighted in pink. Sp. in the margin = use the dictionary to correct the spelling yourself.	Write this spelling out correctly where your teacher has written the corrected version. Sp followed by correct spelling. 5 times in KS2 <u>Note:</u> a wiggly line, written in pencil, means that you want to go back and check the spelling later when you do your editing.
.	Can you find where the missing full stop should be? Can you spot a full stop which needs to be corrected? Sometimes, a circle may be added to indicate where it is missing.

'	Can you find where the missing apostrophe should be? Can you spot an apostrophe that needs to be corrected? Sometimes, a circle may be added to indicate where it is missing.
,	Can you find where the missing comma should be? Can you spot a comma that needs to be corrected? Sometimes, a circle may be added to indicate where it is missing.
" " ...	Can you find where the missing speech marks should be? Can you spot speech marks that need to be corrected? Sometimes, a circle may be added to indicate where it is missing.
!	Can you find where the missing exclamation mark should be? Can you spot an exclamation mark that needs to be corrected? Sometimes, a circle may be added to indicate where it is missing.
?	Can you find where the missing question mark should be? Can you spot a question mark that needs to be corrected? Sometimes, a circle may be added to indicate where it is missing.
//	Can you spot where a new paragraph needs to be started?
?? with a pink wiggly line under the section of writing	Re-read this section- it does not make sense. Now can you rewrite it to improve it.
^	Can you spot where you need to add something to this sentence?
I	Improve this word, sentence or paragraph please.
Ind.	Independent work.
	Speech bubble indicates oral feedback given.

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