

Newington Green Primary School



Feedback - Marking Policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's learning and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- Be manageable for teachers and accessible to children;
- Relate to the learning objective and comment on previous attainment within the context of the learning objective or target;
- Involve all adults working with the children in the classroom;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- Inform future planning and group target setting;
- Use consistent codes across the school;
- Ultimately be seen by children as a positive approach to improving their learning.
- Marking should provide a model of written, formal English. It should therefore be grammatically correct, and in clear handwriting.

How do we mark children's learning?

This grid will be used on all pieces of work in English, maths and science books. It is expected that all pieces of work in English, maths and science books will be marked using this grid (see below).

LO	Date		
To be successful I will...	Self	Peer	Adult
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WWCT WWTA Independent Resource Peer supported

Children's learning needs to be marked in a colour that can be clearly seen. At Newington Green all teachers mark in **red** pen (except in EYFS where **black biro** pen is used in achievement books). Children edit their work in a **green** pen.

In English and maths next step marking is expected twice a week, where successes are ticked in the LO grid and next steps are marked using an **E**. In English, this must include the Big Write session every week and one other piece. In science, one piece of **E** marking is expected per unit linked to an investigation with all other pieces ticked marked using the LO grid. All pieces of IPC will be ticked marked, with one piece of **E** marking per unit, which is usually linked to an extended writing outcome.

Teachers may wish to highlight examples of where the child has met the learning objective in a highlighter pen, but they must also provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved, using the **E** comment.

Useful closing the gap comments are:

- A **reminder** prompt (e.g. 'What else could you say about the prince's clothes?'):
- A **scaffolded** prompt (e.g. 'What was the monster doing?'), 'The monster was so angry that the....')

Expectations in children's books

Short date is always written on the top line of the page in all subjects apart from English, maths and science where LO grids are used. The learning objective or LO is written on the next line, and both are underlined with a ruler. Learning objectives should be in an accessible language which includes technical vocabulary, but is age appropriate. In IPC books writing should not be directly on the scrapbook pages, but on proformas or paper which is stuck in.

In the classroom the LO should always be written up or displayed. The success criteria or SC should also be written up or displayed. It should look like this:

LO: To be able to partition numbers.

SC: I will be successful if...

Symbols

The following symbols will be used:

T	Guided by or supported by Teacher
TA/NN	Guided by or supported by Teaching Assistant/Nursery Nurse
V	Verbal Feedback
I	Independent
OL	Outside Learning
.	Incorrect
*	Where improvement needs to be made
L	Late
A	Absent
ST	Supply Teacher

Peer & self assessment

The expectation is that there will be evidence of peer and self assessment in children's books over time. This will follow the same process as teacher marking but marked in **green**.

We consider it good practice for teachers to provide specific learning objective check lists for children to tick or evaluate as an individual or as a pair/ group.

Children's response

In order for the marking to be formative, the information must be used and acted on by the children, therefore, when learning has been marked, time is planned in a future lesson for children to read and record a focused improvement based on the **E** comment.

Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond.

What about correcting spelling, punctuation and grammar?

When children have completed a task, teachers ask them to check for things that they know are wrong in their learning when they read it through. All spelling and punctuation errors will not necessarily be picked up, but will be noted as a future teaching point.

How do adults in the Foundation Stage mark children's work?

In the Foundation Stage all adults will focus on giving oral feedback to the children and the work will be evidenced in children's Achievement books or observation folders. The adult may also write a comment in **black biro** with the

child as part of the process of gathering information for the Foundation Stage Profile. They will use the same symbols as the rest of the year groups.

How will this policy be monitored?

All teaching staff will be involved in monitoring and sharing the children's books. Feedback and support is then provided to staff. For formal monitoring written and verbal feedback will be given. Formal monitoring will be led by Subject Leaders, or members of the SMT.

Reviewed: April 2014