

Netherleigh and Rossefield School

Feedback and Marking Policy

Effective from Monday 16th May 2016

Rationale

At Netherleigh and Rossefield School we want all of our children to make good or better progress, to develop positive attitudes to their learning and to have ownership of their learning. Marking is an integral part of assessment. We aim to provide a system of marking which is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance learning by offering guidance on how work can be improved. We will ensure that the children feel their work is valued and there is an appreciation of the effort they have made.

Marking procedures

- A green pen will always be used to mark children's work.
- Marking should be linked to the learning objective.
- Children should be trained in marking, self evaluation and peer assessment and be given the opportunity to apply these techniques.
- All attempted work will be marked.
- Marking will be in relation to shared learning objectives and the child's current level of attainment.
- Marking will reflect the curriculum area being taught. For example, in a piece of science work, comments relating to the next steps in pupil learning will relate to the scientific content within the lesson. Any comments relating to spelling, punctuation or grammar will be supplementary.
- At the end of a piece of work, teachers indicate pupil achievement through use of the following symbols:
 - ☺ written by teacher next to the title denotes that LO has been met.
 - ☹ written by teacher denotes that LO has not been met but that effort was made.
 - ☹ written by teacher denotes that LO has not been met because of lack of effort.
- As far as is reasonably possible, time will be spent with the child to ensure they understand the comments and 'next steps.'
- The marker's writing will be neat and legible.
- All written work in all lessons should be marked by the teacher.
- Marking must be manageable so not all work can feature 'next step' comments. 'Next step' comments must feature **at least once per week** in Maths, English and Science books, and be used where appropriate for written work in other subjects.
- All teacher comments should be written in child friendly language.
- Work marked by someone other than the class teacher should be initialled. (TA = Teaching Assistant, ST = Supply Teacher, children marking should put their initials.)
- **Green highlighting** will signify where a child has met the learning objective. This will be accompanied by relevant comments **at least once per week** in the aforementioned subjects. Below the work, a teacher comment written in green pen will be next to a highlighted green circle, which will explain why these highlighted areas were impressive.
- 'Next step' comments indicate an area where some improvement needs to be made. The areas in need of improvement should be **highlighted in pink**, and a 'next step' comment written in green pen will be next to a pink circle underneath the green comment.

Suggested 'next step' comments

English

- Reminders - reiterate the learning objective and add a query such as 'What else could you say here?'
- Scaffolding - make a suggestion on what could be written and giving it back to the child. What was the dog's tail doing? How must he have felt?
- Identify what was lacking in the work, in relation to the steps to success, such as 'Describe the expression on the dog's face.'
- Offer examples: Choose one of the following to best describe the dog's behaviour... He ran around in circles looking for the rabbit OR The dog couldn't believe his eyes.
- Ask the child how their own work could be improved.

Maths

- Corrections – highlight errors in pink, then use comments to model the correct method and give children the chance to correct other errors.
- An element of challenge – if the work has been successfully completed, use the pink comment to further extend the child by supplying a question involving larger numbers or by incorporating the maths skills within a real life word problem.
- Allow children the opportunity to work on the one part of a solution that was holding them back. For example, if TU + TU additions were wrong due to the inaccurate addition of multiples of ten, the pink comment could give pupils the chance to practice solely adding multiples of ten to a starting number.

Science/History/Geography/RE

- All comments will prioritise subject content and link to learning objectives..

Pupil responses to 'next step' comments

- Children will be encouraged to evaluate their own work before teacher marking, taking into account the Learning Objective.
- Children will be given the time and opportunity to act upon suggestions for improvement made by the teacher, and to produce a written response.

Self-assessment

Children will use faces to inform the teacher how well they believe they have progressed within the lesson:

- ☺ I have met the Learning Objective in this lesson.
- ☹ I will have met this Learning Objective after a bit more practise.
- ☹ I will need more help before I can meet this Learning Objective.

While assessment in Nursery/Reception will not be recorded in this fashion, the underpinning rationale will be reflected in all year groups.

Peer assessment

If children are assessing other children's work, the following two phrases can be used:

This is good because.....

It would be even better if.....

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Other children [peer marking]
- Teaching Assistants [only the group/child that they have been supporting. 'Next step' comments must be written by Class teachers]
- Supply teachers

Marking codes for Maths

| | |
|-----|---|
| √ | Tick if correct |
| C | Correction needed (no more than three in a row) |
| C √ | Correction completed successfully |
| ws | Individual adult support of any kind during the session |

Marking codes for English (KS1)

| | |
|---|--|
| ~~~~~ under incorrectly spelled word. 2 corrected spellings underneath work. | Spelling error to be looked at and corrected. Maximum of 2 words, each rewritten once at the bottom of the page by child. |
| ? | This doesn't make sense |
| @ or (A) | Circle around a letter that should/shouldn't be a capital letter. |
| (.) or . | Circle an unnecessary full stop. Add if missing. |
| ws | Adult support of any kind during the session |

Marking codes for English (KS2)

| | |
|---|--|
| p | Punctuation error in that line |
| ~~~~~ under incorrectly spelled word. 3 corrected spellings underneath work. | Spelling error to be looked at and corrected. Maximum of 3 words, each rewritten once at the bottom of the page by a child. |
| ? | This doesn't make sense |
| @ or (A) | Capital letter in the wrong place |
| ∧ | An omission |
| // | New paragraph needed |
| ws | Adult support of any kind during the session |

These marking codes will be displayed in the classrooms containing children in Years 1-6.

Monitoring and evaluation

The Senior Management Team will review samples of work for pupils of different abilities from across the school to monitor the implementation of this policy. The proprietors will also instruct external specialists to be involved in monitoring the quality of marking through learning walks, and will ensure these guidelines are being used consistently throughout the school by carrying out analysis of work. General feedback may be given in staff meetings, while individual feedback will be given to individual staff members.

Equal Opportunities

The marking policy and procedures will be applied equally and fairly across the school in keeping with the ethos of inclusion for all. The school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.