



The Beacon C E Primary School



Marking and Feedback Policy



The Beacon CE Primary School Marking Policy

We believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Inclusion

At the Beacon CE Primary we seek to ensure that all children have the opportunity to fulfil their true potential. We are therefore committed to being an educationally and socially inclusive school in which the learning and teaching, achievements and well being of every child truly matters. We aim to make effective provision for the learning and teaching of all groups, regardless of age, gender, ethnicity, attainment or background, and to promote tolerance and understanding amongst all children. We are passionate about inclusion and it forms a key part of our school improvement plan.

Principles

Marking and feedback should:

- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Take an ipsative approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Use consistent codes throughout the school
- Be manageable for teachers.

Non-Negotiables

Non-negotiables will apply to all work in every subject area.

Marking Methods and Expectations

The impact of verbal praise and comments can be great and should not be underestimated.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent to maximise the effect and relevance of feedback.
- Teachers will mark work in **green ink**, Teaching Assistants, Student Teachers in **blue ink**.
- **In addition, teachers will use a Green highlighter 'Green for good' to praise specific work focusing on particular strengths against the learning objective e.g. using a particular method correctly. Pink highlighters 'Pink for think' will be used to encourage children to reflect on their work where errors have been made or improvements are needed. (We do not expect see everything that is good highlighted in pink, or all errors green.) See appendix for examples**
- Teacher comments will generally be written at the end of a piece of work but may also be appropriate in the margin.
- Teachers will respond to a piece of work by making positive, constructive and encouraging comments using the child's name.
- Teachers may also add a 'teaching point' something the child needs to look at or practise for the future, in order to improve their work further.
- Teachers may sometimes ask a written question, which encourages the child to think about what they have done and how improvements could be made.



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- Children will be given time to respond to marking, this time will be called a 'PIT STOP' (pupil improvement time).
- Children will use **red ink** when correcting work or answering a question in response to marking and feedback.
- When a child has read a comment they will initial it to show they have.
- Some work will be marked with a 'lighter touch'.
- Marks given or comments written will relate to the purpose of the task and/or the child's personal targets.
- Some tasks may be marked as a simple right or wrong answer, with ticks or a **C** and/or a score given.
- Work produced for display purposes may be unmarked, although comments may help to put it into context. It will be displayed on merit and will represent individual children's achievement.

Rewards For Good Work

Rewards for work being marked in addition to a tick and/or comment will be individual to each member of staff throughout the school but may consist of the following: -

- Team points
- Stickers
- Smiley faces
- Stars
- Stamps
- Visit to another teacher/Head teacher
- Work shown in Assembly
- Awarded weekly Star of the Week
- Awarded the English, Mathematics or Effort trophies

Summative feedback/marking



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This usually consists of ticks or a C is it needs to be corrected and is associated with closed tasks or exercises. Where appropriate, children should self-mark.

At the Beacon we use a range of codes to support marking and feedback.

Key Stage 1

MARK	MEANING
Tick	Work correct
C	Work incorrect. Child needs to do a correction
I	Independent work
T/WS	Help has been given by teacher or teaching assistant
	My teacher spoke to me about my work
√	
sp	Incorrect spelling (Correct spelling written in margin)
~	Should this be a capital letter?
//	Start a new paragraph
A	Objective achieved
PA	Objective partially achieved
FWR	Further work required
Supply	Supply teacher

Key Stage 2

MARK	MEANING
Tick √	Work correct
C	Work incorrect. Child needs to do a correction
I	Independent work
T/WS	Help has been given by teacher or teaching assistant
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
	My teacher spoke to me about my work
√	
sp	Incorrect spelling. (Correct spelling may be written in margin for some children)
//	Start a new paragraph
A	Objective achieved
PA	Objective partially achieved
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
Supply	Supply teacher

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly on other features.



Organisation

- Where possible, children should be encouraged to self-mark.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children. Use codes against learning intentions.
- When work has been distance marked, time should be given for children to read and then make focused improvements based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the children.

Presentation

Children are encouraged to present their work neatly. Guidelines are displayed in the front of all exercise books and in all classrooms.

Marking and Feedback - English

Quality marking

All work must be marked but not all pieces of work can be marked in detail. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on, both success against the learning intention and improvement needs against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant'). With English narrative writing codes can save time and make the feedback more accessible to the child: underline three things (maybe only one or two per child with younger children) which are best against the learning intention. Then put an arrow where improvement against the learning intention could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful closing the gap comments are:

- A **reminder** prompt
Most suitable for more able children, this simply reminds the child of what could be improved.
What else could you say here? or Say more about how you feel about this person
- A **scaffolded** prompt
Most suitable for children who need more structure than a simple reminder, this prompt provides some support.
*Can you describe how this person is a good friend? **A question***
Or
*Describe something that happened which showed you they were a good friend. **A directive***
Or
*He showed me he was a good friend when(finish the sentence) **An unfinished sentence***
- An **example** prompt
Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.
Choose one of these or your own: He is a good friend because he never says unkind things about me.



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*My friend is a friend because he is always
nice to me.*

Secretarial features

Spelling, punctuation, grammar etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time however children should be expected to spell the date, heading and Learning Objective correctly and teachers should correct the spellings of these words if spelt wrong. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Self-marking

Children should be encouraged to self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing learning. During Big Writing the children should use Marking Ladders as a success criteria.

Shared marking

Use good examples of writing (could be one of the pupil's writing) to model the marking process and teach particular points at the same time.

Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

Paired marking

Before ends of lessons, children should sometimes be asked to mark work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided.
- Children should, point out what they like first, and then suggest ways to improve the piece, BUT ONLY AGAINST THE LEARNING INTENTION and not spellings, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- Pairings need to be based on someone you trust - best decided by the teacher.
- Pairings should be ability based, two middle, two more able or one middle and one lower together.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. I think this bit really shows how the character feels, what do you think?')

Marking and Feedback - Mathematics

Work in mathematics can generate a great deal of marking and it is recognised that it is not always desirable to mark every piece of work. The children themselves can mark exercises that involve routine practice with support and guidance from the teacher. Peer marking may also be used for the daily calculations with the teacher marking one group per day.

The quality of marking is crucial. Marking should be both diagnostic and summative and the school policy believes that it is best done through conversation with the child but acknowledges that constraints of time do not always allow this.

Marking for improvements



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- Written feedback will take time and so it may be best to concentrate on a focus group who worked independently during that lesson.
- Make sure all children have a detailed comment on a regular basis.
- Comment on the work not the child.
- Make time for the children to read and follow up the comments in their books – PIT STOP (No more than 5 minutes).

What marking could look like in Mathematics?

- Rewrite or remodel an example
- Self-correcting
- Remember
- Using a symbol or code
- Ask a closed question
- Ask an open question
- Finishing a sentence
- Ask for an explanation
- Encouraging reflection

Improvement Prompts

- **A reminder prompt;** Most suitable for the more able child, it reminds the child of what could be improved.
- **A scaffolded prompt;** Most suitable for children who need more structure than a simple reminder.
- **An example prompt;** Extremely successful with all children, but especially with average or below average children. This prompt gives a choice of answer, word or phrase.

Reviewed January 2018



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