



Achieve, Believe, Create and Fly High

Feedback and Marking Policy

Marking children's written work is an important part of teacher assessment.

Effective marking can:

- Provide clear feedback to children about strengths and weaknesses in their work;
- Recognise, encourage and reward children's effort and progress;
- Focus teachers on those areas of learning where groups and individual children need specific help;
- Provide a record of children's progress;
- Help parents understand strengths and weaknesses in children's work.

At Dodford First School we believe that our marking procedures should:

- ✓ Be informative for the teacher and child.
- ✓ Wherever possible be completed with the child present.
- ✓ Indicate the next steps in the child's learning.
- ✓ It should allow the child to see where they have achieved and how they can improve.
- ✓ Be a discussion between teacher and child.
- ✓ Allow for corrections or improvements where appropriate to work and age of child.
- ✓ Allow efforts to be recognised and rewarded.
- ✓ Relate to the learning objectives when in depth marking takes place.

This policy outlines specific marking procedures used by staff to ensure quality marking. It relates and should be read alongside all other English policies.

Daily Work

VERBAL FEEDBACK

Wherever appropriate/possible teachers and teaching assistants provide individual verbal feedback whilst working with the child in order to close gaps in understanding and address misconceptions. Teachers also actively look for opportunities to provide positive public feedback to children about their work, for example within the lesson plenary.

WRITTEN FEEDBACK

It is not possible for teachers to write informative comments in books every day.

Therefore simple smiley faces and stickers are used regularly to praise and it is expected that each piece of written work will have a stated Learning Objective; this will be annotated both by the teacher and child after each piece of work is completed using the school agreed marking code. (See Appendix 1 – Marking Codes)

ACTIVE MARKING AND PUPIL RESPONSE

We believe that correcting has its place in marking but only when it contributes to an improvement in a child's work. Errors need to be pointed out if a child is to improve his/her work, which errors and how many will depend on many factors.

Teachers marking comments will be focused on the key learning objective for the lesson and will reflect on what the children are learning (Brilliant Blue) and trying to improve (Green for Growth). (See Appendix 2 – Feedback and Developmental Marking).

After key writing composition lessons Teachers will quality mark work using the school agreed codes to show areas for improvement. (See Appendix 1– Marking Codes). Quality marking codes may also be used within subject skills books e.g. maths and science.

We acknowledge that marking can only be of value if time is given for comments to be read and responded to. Therefore teachers will ensure that time will be allocated for children to respond to comments and 'Editing and Evaluating' sessions will be planned to enable children to respond to and improve their own and others work. This session may be done individually, in pairs, in groups or as whole class. Comments written in green will be either:

- A response, question, action or challenge is required to be completed by the child. For example: Can you add? Could you explain? What would happen if? Now try this...
- A next step target for the child to work on in their next piece of work.

PEER AND SELF- ASSESSMENT

Children from Years 1-4 use the school agreed smiley face system to self- evaluate their own work on a daily basis.

Children in Years 2-4 will be taught progressively the skills needed to assess their own and others work and will be given opportunity to develop and use these skills at the end of each sustained writing task. This may take the form of a simple peer assessment grid for Year 2 children to writing constructive comments for a writing buddy in Year 4 e.g. 2 stars and a wish.

Foundation Stage:

Verbal praise and encouragement is given for children's attempts at emergent writing and stickers or smiley faces are used to positively reinforce their efforts. Opportunities are provided for children to read and improve their writing with staff.

SPELLING

Spelling mistakes should not be identified in every piece of writing.

However repeated spelling mistakes made when using words from the relevant age/levelled 'key word' list or regular topic/thematic words will be identified by the following procedure:

- Mistakes in spelling will be underlined and written correctly at the end of the piece of writing. (This could be done by teacher or child depending on age.) These spellings should then be practised by the child at a separate/appropriate time.
- No more than 3 words will be identified in any one piece of writing – depending on the age and ability of the child.

(Foundation Stage: – Spelling mistakes are not corrected and children are always praised and encouraged for attempting to spell the High Frequency words and 'having a go')


Policy written and agreed: July 2014

Policy amended: September 2018




Policy reviewed: September 2022

Next Review Date: September 2024

Dodford Whole School Marking Codes

Code	Explanation	
S	Support	<i>To be noted at the top of the page next to LO</i>
P	Paired Work	
A	Apparatus	
✓	Correct	
.	Incorrect	
~~~ (wiggly line)	<p>Spelling mistake or grammatical error</p> <p>(Use when appropriate to age and expectation. Corrections to be made through copying or use of a dictionary.)</p>	
O (circle)	Punctuation error or omission, including capital letters	
^	missing words	
//	new paragraph needed	
	word to improve	

## Feedback and Developmental Marking at Dodford

Pen Colour, Highlighter or Stamp	Explanation
<b>PURPLE</b>	<b>General marking</b>
<b>GREEN FOR GROWTH</b>	<b>Target area for development</b>
<b>BRILLIANT BLUE</b>	<b>LO or SC has been achieved</b>
	<b>Next Steps</b>
<b>RED RESPONSE</b>	<b>Pupils to initial when feedback has been acted upon.</b>
	<b>Used for Self-Assessment by all children.</b>
	<b>Used for peer marking.</b>



## *Information for Parents of Pupils in KS1 and KS2*

### **Marking your child's work**

The Feedback and Marking Policy is a working document which encourages children to edit and improve their work, whilst generating and informing good practice for the adults within our school. It is also a means of promoting learning.

The aims of the marking of pupils' work are to:

- Give pupils a realistic picture of the measure of their success and areas for development;
- Develop a positive attitude to mistakes, valuing these as a way of learning;
- Provide opportunities to give praise and encouragement;
- Help children to become reflective learners;
- Evaluate the effectiveness of the teaching and inform next steps in relation to future planning.

### **Feedback and Marking Process**

- When the children have a piece of work to complete, the adults leading the session will always set clear 'Learning Objectives'.
- Children's work will be marked in purple.
- A blue pen or highlighter will be used to underline or tick where the Learning Objective has been achieved.
- Target areas for development will be marked in green.
- A set of marking symbols will be used to show children where errors have been made.
- Throughout the week, children will be given a chance to respond to their marking; acknowledging their success and reflecting on the aspects they need to check and change. Children in KS2 will initial using a red pen or pencil. Discussions with adults will also take place.

<b>BRILLIANT BLUE</b>	<b>LO or SC has been achieved</b>
<b>GREEN FOR GROWTH</b>	<b>Target Areas for development</b>
<b>RED RESPONSE</b>	<b>Pupil response (KS2)</b>

*Marking presents pupils with a clear idea of their achievements, areas for further development and their progress towards targets. It also helps staff to assess pupil progress and informs their planning.*

*The full Feedback and Marking Policy is available to view and download via our school website*