

## **HOLMLEIGH SCHOOL MARKING AND FEEDBACK POLICY 2019**

### **AIMS**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TAs), nursery nurses and any other specialist teachers employed by the school and/or LEA.

### **Guiding Principles for Marking and Feedback**

Marking and feedback should;

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.

### **The methodology of marking children's work**

The policy describes acceptable examples of methods of marking and feedback. Mark schemes have been included in this policy as appendices.

### **Oral Feedback**

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts, art and design technology. (see subject specific marking and feedback guidance in appendix).

### **Summative Feedback / marking**

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

## **Formative feedback / marking**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

### **Marking and feedback given by members of the teaching team other than teachers.**

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

### **Quality Marking**

When quality marking, teachers should focus first and foremost upon the learning intention and/or success criteria of the task. The emphasis should be on both successes against these and the improvement needs of the child.

When quality-marking teachers could:

- 1 Read the entire piece of work.
- 2 Highlight up to 3 examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- 3 Spelling, punctuation and grammar should be marked in every piece of work (see subject specific guidance appendices).
- 4 Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.
- 5 All the children should have a comment. When possible and appropriate, children should be given a comment which will extend their thinking.

### **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Children's response to the comments – child's voice.

Memory Books

### **Self-Marking, evaluation and improvement time**

Children must be given time at the start of a lesson, to read and consider the written feedback the teacher has provided, and to carry out improvements.

***IP** must be used to clearly identify improvement points where given.*

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally (they can write **VF** if this happens) or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. This may be referred to as “Three Stars and a Wish”. Younger children may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This can be done orally.

### **Presentation**

Presentation quality statements must be stuck inside the front cover of all Literacy and Numeracy books. The presentation in books will be monitored against these as part of regular work checks.

### **Monitoring and evaluating this policy**

This policy will be monitored through further consultation of staff and through the planned reviews. Children’s workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

### **Subject Specific Marking and Feedback**

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

### **Numeracy**

In Numeracy all pieces of work should be marked.

All of work should have a quality comment, and an improvement point/challenge/ ‘next time....’ example given.

## **Investigative and Practical work in Maths**

Where a child has undertaken an investigative or practical task, there should be a quality comment and an improvement/challenge/'next time . . .' comment.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method.

## **Literacy**

All independent text level work must be marked against success criteria with improvement point included.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as marking ladders, smiley faces, etc.

Peer evaluation can be given orally, focussed on the success criteria.

When marking BIG WRITING, there needs to be two comments: one to emphasize and praise a successful aspect of the piece and one to highlight an area for improvement. WOW words and other strengths may be highlighted. (See subject-specific policy for further information).

## **ICT**

Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

## **Vocabulary**

Where subject specific vocabulary is written, this should be correctly spelt.

## **Performing Arts**

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

## **Teaching Assistants and Supply Teachers**

Where work has been TA assisted on a 1:1 basis, write TA.

Where work has been supervised and marked by a supply teacher, write ST.

# Holmleigh School Marking Key KS1

## GENERAL



This work has been checked and is correct.



Good. Well done. Target achieved.



We have talked about this piece of work.



Team point awarded.

## WRITTEN WORK



Underline identifies a mistake.



Spelling mistake, to be corrected if asked.



an omission



Does not make sense.



Space between words.

## MATHEMATICS



This work has been checked and is correct.



Incorrect work. Correct at teacher's discretion.



This is where mistake occurs.



Place where correction be completed.



## **Literacy Presentation KS1**

1. I write in pencil.
2. I draw all lines with a ruler.
3. I write the date like this on the first line:  
Monday 26<sup>th</sup> September 2014.
4. I underline the date and title.
5. I always use my best handwriting.
6. I rule off underneath the previous days work.
7. If I make a mistake I rule a single line through it.
8. I keep the cover of my book neat and tidy.

## **Literacy Presentation KS2**

1. I draw all lines with a ruler.
2. I write the date like this on the first line:  
Monday 26<sup>th</sup> June 2010.
3. I write the title or learning intention on the next line.
4. I underline the date and title.
5. I do all corrections and improvements at the beginning of each lesson.
6. I rule off underneath the previous day's work.
7. If I make a mistake I draw a single line through it.
8. I will always use my best handwriting.
9. I will use a ruler to measure and draw straight lines for tables, charts and diagrams.
10. I use the correct letter joins for my cursive writing.
12. I keep the cover of my book neat and tidy.

## **Mathematics Presentation KS1**

1. I write in pencil.
2. I draw all lines with a ruler.
3. I write the date like this on the first line: 26.06.10.
4. I underline the date and title.
5. I write one digit per square.
6. I keep the cover of my book neat and tidy.

## **Mathematics Presentation KS2**

1. I write in pencil.
2. I draw all lines with a ruler.
3. I write the date like this on the first line:  
26.06.10.
4. I write the title or learning intention on the next line.
5. I underline the date and title.
6. If I am using a text book I will write which book I am using and the page number e.g. Abacus 3 p4.
7. I write one digit per square and put a decimal point in its own square.
8. I do all corrections and answer questions at the beginning of each lesson.
9. I rule off underneath the previous day's work.
10. If I make a mistake I rule a single line through it.
11. I keep the cover of my book neat and tidy.