



POLICY

for

EFFECTIVE

MARKING and FEEDBACK

PRESTEIGNE PRIMARY SCHOOL/YSGOL GYNRADD LLANANDRAS

Policy for Effective Marking and Feedback

Introduction

At Presteigne Primary School we respond to each child's work in a positive manner. We aim to help each child achieve his or her full potential and to develop pride in the work produced. Children are valued as individuals and, consequently, their work, behaviour and actions are valued by those around them - by teaching and support staff and by their peers. Children are encouraged to respond positively to their own work and effort.

Rationale

- Our main purpose is to create a learning environment which is conducive to self-improvement. Marking and feedback should be constructive and appropriate to the child's individual needs.
- Throughout the school there will be continuity and progression in marking and feedback. Good practice established in the Foundation Phase will be built upon in KS2.
- Success Criteria will be shared visually and/or verbally, and in the appropriate format, with children of all ages to enable them to see what they need to do to succeed.
- Success Criteria will be used to help pupils evaluate their own performance and that of their peers.
- There will be a positive partnership between teacher and pupil.
- All staff will have high expectations of each child, irrespective of his or her attainment. All children will respond by setting themselves high standards.
- There will be an equal emphasis on verbal and written feedback; Peer and self assessment strategies will be used for feedback.
- Children will be given opportunities to respond to marking and verbal feedback. This will be within an appropriate timescale to ensure relevance.

Marking and Feedback Policy and Practice

Our aim is to provide constructive feedback and to show children how to improve. Marking and feedback should always be meaningful and, wherever possible, positive. By expecting children to listen to advice, discuss improvements with staff and peers, look carefully at written comments, respond to targets and correct mistakes themselves, we aim to reduce the amount of teacher 'correction' which goes into the assessment of work and to increase children's independence as learners.

Our aims are as follows:

- To have a consistent approach to marking and feedback across the school, which is appropriate to the age, ability and attainment of the pupil;
- To communicate expectations of standards clearly at the beginning of each school year and reinforce on an ongoing basis;
- To ensure that teaching assistants understand and support these high expectations and put all aspects of the policy into practice;
- To mark work or give verbal feedback with children wherever possible;
- To use live marking; to mark work or give verbal feedback within lessons, thus providing early and ongoing feedback for the child;
- To provide constructive comments, including targets for improvement, either verbally or written.

- To ensure that comments and targets relate to the learning objective or main focus of the lesson;
- To provide targets that are brief and easy for the child to understand;
- To avoid the use of grades and scores, unless for spelling/mental arithmetic tests;
- To use a Welsh comment at the start of written feedback (if given); all classes have phrase banks for use by staff and pupils;
- To use stickers, 'smiles', dojos and stars, where appropriate, to motivate and reward;
- To include opportunities for pupils to respond to feedback comments and to make sure that they act upon advice and guidance given **(RIT)**;
- To plan for focused lessons when errors are repeated throughout the class;
- To share examples of very good work with the class as good models of writing- e.g. Star Writer, WAGOLL;
- To use **purple pens** for marking.

Marking may show whether work has been carried out independently (I), in a group (G) or with support (S).

Marking and Response

Children must make effective use of marking and feedback to make steps in learning. Response and Improvement Time **(RIT)** is an ongoing process in all classes and provides opportunities for children to respond to their teacher's feedback and determine targets. Where appropriate, a class teacher will pose a question (verbally or written) that requires a pupil response. In KS2, pupil response work may be done in gel pen. Children in the Foundation Phase will discuss feedback and targets. Stamps may be used to acknowledge verbal feedback has taken place and that the child has self-assessed his/her work. Dive Deeper strategies are used in KS2.

The developments / improvements in children's work will provide evidence of feedback.

Peer marking and self-assessment

Children enjoy helping their friends to improve their work. It helps them to be positive and constructive and improves the accuracy of their own work.

In KS2 classes, draft books are left blank on the left-hand page to allow children to self-correct and include improvements from peer markers.

See also, 'Policy for the Curriculum, Teaching and Learning'

See Appendix:

Guidance for marking work in books and correction of work by pupils

Skills across the curriculum

The school's policy for marking and feedback should be implemented across the curriculum.

Equal Opportunities

Aspects of our policy for marking and feedback may be modified to meet the needs of individual children with learning difficulties. Children with physical, emotional and learning needs will be supported and encouraged to achieve their full potential without fear of failure and discrimination.

APPENDIX:

Guidance for marking work and feedback in books and correction of work by pupils

LITERACY

Extended writing (Creative and non-fiction writing)

Success Criteria will be visual and organised in a hierarchical manner to ensure that the focus will be as follows:-

- Content and Purpose
- Organisation
- Style
- Technical accuracy (grammar; spelling; punctuation; handwriting)

Feedback should follow this pattern:

- Read the work through for content and ideas;
- Is the work well organised? (Beginning, middle, end, paragraphs etc.);
- Be aware of the style and 'tone' of the writing - are they appropriate for the purpose of the task?
- Read the work again focusing on the technical accuracy - grammar, spelling, punctuation and handwriting;

Comments (verbal and written) and targets, shared with the child, should be appropriate to the task and to the maturity and ability of the child. Strengths and targets will be discussed with the child. The blank left-hand page will be used widely to help children improve sections of written work. The developments in children's work will provide evidence of feedback.

English Exercises (including comprehension responses, spelling, grammar etc.)

Great accuracy will be expected, especially where pupils can 'copy' words and answers.

Correcting writing

Children in KS2 will be expected to use the blank left-hand page of draft books to improve writing, based on constructive feedback, and to correct spellings, grammar, punctuation and incorrectly formed handwriting.

Correcting Spelling

- Spelling mistakes should be identified by the teacher verbally or with 'sp' written in the margin. If the mistake is careless, expect the child to rewrite as 'corrections', perhaps a few times. If the word is challenging, provide the correct spelling alongside in the margin. Again, it can be corrected.
- Use professional judgement to decide how many different words should be corrected. Teachers may provide most of the words for younger children.

Correcting Punctuation

- Missing punctuation marks should be identified. Children should then correct or add these to their writing.
- Incorrect use of capitals and missing words should be identified and subsequently corrected by children.
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Correcting Grammar

- Children should re-write ungrammatical sentences and phrases. The teacher or teaching assistant will provide an explanation.

Paragraphs

- These may be demarcated using // or discussed verbally.

Correcting Handwriting

- Correct formation of letters (including joining) should be practised when the need arises.

MATHEMATICS

- All pupils' work should be done in pencil.
- Pen may be used for labelling graphs.
- All maths errors should be corrected (RIT).
- If marking or feedback is given with the teacher, mistakes can be rubbed out and re-written correctly.
- If work is marked as incorrect, it should be re-done as a correction.
- Neat figures, sharp pencils, well laid out work and ruled lines are expected.
- Reversed figures should be re-written as 'corrections' ;
- Children should arrange all working out neatly and clearly on the page.

Feedback, marking comments and targets, shared with the child, should be appropriate to the task and to the maturity and ability of the child.

SELF-CORRECTION (all subjects)

Children of all ages should check their work (against visual success criteria wherever appropriate) for content, organisation, accuracy and presentation.

- Any errors should be crossed out neatly using a single line. Do not allow block crossing out or scribbling over errors.
- Mistakes must never be written over.
- Children should be allowed to use calculators to check answers in Maths.

RE-DRAFTING

Re-drafting should be planned for as appropriate, according to the child's level of maturity.

Pupils should view re-drafting as a challenging, but positive experience, in which they work hard to improve their work and respond to the constructive feedback. It should never be seen as merely doing a 'fair copy' or 'copying up in best handwriting'.

In KS2 classes, pupils should produce a good range of re-drafted work for writing folders.

Supply Teaching Staff

Supply teachers will also mark in purple pen **but will initial any work marked.** This is to ensure that the marking and feedback can be distinguished from the class teacher's.

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POLICY FOR EFFECTIVE MARKING AND FEEDBACK

This policy was reviewed in consultation with the teaching staff and approved by the Governing Body on _____

It will be reviewed in the Spring Term 2023.

Signed:.....Chair of Governors

Signed:.....Headteacher