**Knelston Primary School**

**Marking & Feedback Policy**

**Introduction**

At Knelston Primary School we take a professional approach to the task of marking work and giving feedback on it. We follow an Assessment for Learning approach. Oral and written feedback aims to provide pupils with knowledge on how well they are doing and how to improve. We ai to provide feedback at the point of learning as much as possible. In order to achieve consistency and effective use of teacher time, we use a set of marking symbols (See end of this policy.) All children will receive regular feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

**Aims**

  We mark children’s work and offer feedback in order to:

* + show that we value their work, and encourage them to do the same;
	+ boost their self-esteem, through use of praise and encouragement;
	+ give them a clear general picture of how far they have come in their learning, and next steps
	+ offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
	+ promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
	+ share expectations;
	+ gauge their understanding, and identify any misconceptions;
	+ provide a basis both for summative and for formative assessment;
	+ provide the ongoing assessment that should inform future lesson-planning.

**Agreed School Procedures**

Work has a date and heading. This will be done by the adults when children first start school, and progress to independence as the child moves through the classes.

All marking should:-

* Be done in green pen
* Be positive and constructive
* Be linked to learning objective and success criteria
* Include a target or next step which is achievable in the short term. Recognition of achieving this target must be given. (See symbols)
* Include self-assessment. FP use traffic lights (More capable pupils can also write a comment)
* Sometimes assessed by their peers. (Comment, Traffic Lights or post it note) Written in school handwriting style
* Engage pupils in a dialogue about their learning
* Marking labels will be used by teachers outlining skills criteria and learning objectives
* Bilingualism must be evident in some marking comments commensurate with the pupils' age and ability.

 **Agreement on presentation of work**

* From Year 1 onwards, children who are able to write a full sentence independently should be writing with a (black) pen. This should also be the aim of Reception where children are able.
* Please make sure that children use entrance and exit strokes in handwriting. This helps to develop a fluent joined style as they get older. All letters should be one of two sizes – tall or short.
* All underlining/line drawing should be done with a ruler. (Children will need practice of this)
* Doodling on the cover or insert of an exercise book should be strongly discouraged. Names on cover MUST have a capital letter – correct if needed.
* Maths work should be completed in squared paper books, and children should use “one digit, one square” as an aid to computational accuracy.
* All work should be regularly marked. Comments should be encouraging and supportive. Marking, giving verbal feedback alongside the child, wherever appropriate, is the best way of informing the child of the progress made or ways in which work could be improved. Where possible, written comments on work should inform children of ways in which the work could be improved/targets for improvement. Obviously, this would not be expected on every piece of work, and will complement the agreed marking labels.
* Errors - we use the rule “one line drawn with a ruler” for crossing out.

**General advice to teachers**

* The main objective of marking and feedback is not to find fault, but to help children learn. If children’s work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
* A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
* In addition to these general rules there are specific rules for specific types of work, for example numeracy.
* The extent of the teacher’s response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
* In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
* Wherever possible, teachers should establish direct links between oral or written praise and the class/school rewards system.
* Where pupils interact in the marking process, they will be more engaged and receptive to correction. As many AfL strategies as possible should be used in class.
* When appropriate, children may mark their own or another child’s work, but the teacher must always review this marking.
* In addition, the children should indicate where they think a particular target has been achieved.
* Teachers will comment on spelling and grammar only in the following cases:
	1. if spellings and grammar were part of the lesson focus;
	2. if it is a spelling that all pupils should know;
	3. if it is something related to the child’s target.

**Marking Symbols**

|  |  |  |
| --- | --- | --- |
| Symbol | What this symbol means. | Year groups |
| **√** | Well done! Your work is correct! | FP & KS2 |
|  | Your work is incorrect...please check! | FP & KS2 |
| **AS** | An adult helped you a little | FP & KS2 |
| **WS** | An adult has supported throughout | FP & KS2 |
|  **PS** | A friend supported you a little | FP & KS2 |
| **I** | You worked independently | FP & KS2 |
| **VF** | A teacher has talked to you about your work | FP & KS2 |
| **√√** | This is a super sentence, word or phrase. | KS2 |
| **..** | You need to check a spelling | KS2 |
| **//** | You should have started a new paragraph | KS2 |
| **T** | This is your target. Let’s do it within a week! | FP & KS2 |
| **TA** | You have achieved this target! Well done!  | FP & KS2 |
| **DIN** | Do this now to improve your work | FP & KS2 |



We are aware of the need to monitor and update the school’s marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in the Summer Term 2020.