

Coppermill Primary School



Marking and Feedback Policy

Ratified by the Curriculum and Achievement Committee on:
16 October 2014

To be reviewed: Every two years

Next review: Autumn 2016

Introduction

We aim to ensure that all children throughout the school have their work marked in such a way that it encourages a higher standard of achievement and develop their self-confidence.

Marking provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives and success criteria. 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. Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

1.0 Rationale

Effective marking and feedback will:

- Help children become better learners by giving a clear picture of what can do and what they need to develop
- Give recognition and praise for achievement
- Provide suggestions for the next steps in learning
- Ensure all children throughout the school have their work marked in such a way that it encourages a higher standard of achievement, develops their self-confidence and raises their self-esteem
- Reflect the learning objective, success criteria and be linked, where relevant, to children's targets.

Marking - is the annotating of a piece of written work, using words, symbols and grades. It is usually in written form, but can be verbal, especially for young children.

Feedback – may consist of a dialogue between teacher and child and will provide pupils with information about how they performed in relation to the learning objective(s), and the next steps necessary to improve their work.

2.0 General Principles

- It is the aim that, where possible, all Literacy and Numeracy work will be marked no later than the beginning of the next school day
- All other work should be marked weekly
- All teachers will display the marking code prominently in their classroom for children's quick reference

- Children will understand the purpose of marking and see it as a continual developmental process that involves them
- Response time will be given to children on receiving back marked work. This can vary from a very brief daily routine to a longer session where children edit/improve their work using the marking and next steps
- For younger children (Reception/Y1) it may be more relevant to weave verbal feedback into the lesson introduction. Individual comments can be given to children verbally, where appropriate
- All marking will be completed in purple pen (and a pink highlighter) following the school code and symbols
- Ongoing errors should be addressed taking into consideration the child's level or age
- Half termly homework projects will be acknowledged with a celebration card and shared in some assemblies.

Response marking

Where appropriate teachers will indicate areas where children have succeeded and areas where they need to improve. This will help children to understand the marking and what it is telling them about their work. This can also be done verbally. This can be done from teacher to child, from child to teacher and from child to child.

There should be opportunities for self and peer assessment modelled by the class teacher using the marking code and response marking symbols.



Comment linked to learning objective or success criteria



Question or request for children to move their learning on

Questions or requests should be provided **weekly for Literacy and Maths for every child**. Feedback should be positive and constructive with clear next steps for learning using the scaffolding model. Examples of **SCAFFOLDED** prompts are below:

- *How many shapes have both parallel and perpendicular lines?*
- *Try this: 67.5*
+23.6
- *Write a rule to help you find the total from the term?*
- *How else could the story have ended?*
- *What other methods can you use to ...?*

3.0 Symbols and marking code

These symbols are used to represent specific features that are to be corrected or improved. These symbols are shared with all children and displayed visually in the classroom so children can use them to improve their work. **All teachers will use a purple pen to mark work and a pink highlighter for exceptional words or phrases. Children who self-correct and respond to teacher's marking use a green pen to show changes.** From Year 1 onwards the following codes are most frequently used and will have been explained to the children by their class teacher.

Marking code for Literacy Y1 – 6

amazing

Good vocabulary (highlight with a pink highlighter)

P . , ?
Capital
letters

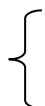


Put in your full stops/capitals



Spelling (*no more than 3 per piece in Y1 and Y2 and no more than 5 per piece in Y3 – Y6*)

?



Reread this part, meaning unclear



Change word

^

Missing word






Verbal feedback

Literacy Y3 – 6 (Additional marking)

// New paragraph

* Extend sentence/add detail

Mathematics - Years 1- 6

Indicates a correct calculation 	Indicates a calculation that needs correcting 	Indicates a calculation that HAS been corrected 
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Foundation Stage

The principle for children in the Foundation stage is the same; however, feedback for the children will be predominantly verbal. Work will be annotated, where appropriate, for assessment purposes.