

Brighter Futures Academy Trust

Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	July 2015	December 2017
C Webb	April 2018	April 2020

LUDDENDENFOOT ACADEMY

MARKING AND FEEDBACK POLICY

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

We believe that the most effective way of marking is through dialogue. In addition we believe all children should have the opportunity to read and respond (RAR) to marking with support.

Purpose

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher
- To provide guidance on expectations of presentation
- To improve the organisation of the pupils work

Principles

At Luddendenfoot Academy marking should:

- Be constructive.
- Be related to needs, attainment and ability.
- Be related to specific criteria/learning objectives which the pupil should know in advance
- Ensure that pupils know how to reflect and react to comments on how well they are doing. Pupils, where appropriate, should read and respond (RAR) to comments and initial to acknowledge. Early morning work will enable time to fulfil this, so lesson time is not infringed upon.
- Provide pupils with opportunities to assess their own work and that of others, pupils to use traffic light system to indicate how they felt about a piece of work, e.g. traffic light marking trays, self-marking faces.
- Work should be marked as quickly as possible i.e. same day or next day. Identify errors with the children present where possible.
- Work should be marked at the drafting stage and not on the final copy. Final copies can be assessed and children can still go back and edit their own final piece.

- Erasers are only used during a final draft/best pieces of work. At other times mistakes are left or a line put through them by the pupil. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified.
- Work can often be marked by the children themselves. In this way the class can discuss and explain the answers and any misconceptions addressed. (Pupils should be encouraged to self-assess their homework using the traffic light system).
- Marking should be done using cursive, legible writing, following the schools handwriting policy.
- Marking will not always be specific. For the purposes of assessment in independent writing, generic statements may be used to determine whether a child can independently identify errors, e.g. "Can you check this paragraph for missing full stops!" or "Think about the adjectives you have used."
- If words have been corrected, spellings should be written into the margin and children should copy correctly three times.
- All marking should be initialled by whoever has marked it and the agreed code used (see appendix)
- All guided and supported writing should indicate whether the child has received teacher or teaching assistant support.

At Luddendenfoot Academy pupils work should:

- Always be dated using the word format except during maths and science when the number date is used, and underlined in KS2- DUMTUMS.
- Have the learning objective/ outcome at the top of the piece of work and underlined in KS2, where appropriate or stuck in.
- Be completed in pencil in maths and in literacy pens can be introduced when the class teacher feels the child is ready, only handwriting/fibre pens are used by the pupils
- Be on paper with margins wherever possible.
- Be on squared paper for maths and pupils should put a digit/mathematical symbol in each square when recording.
- Tackle corrections, in maths, at the end of the piece of work, setting out the problem again, so it can then be remarked.

Rewards

These will be in accordance with our behaviour policy and will be in the form of Dojo points, stamps, stickers and certificates. Smiley faces etc. may also be used by individual teachers.

Professional Judgement

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.

The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking.

Teachers must use their professional judgement when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups. These should be rotated to target all children.

Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards. It is recognised that some pieces of work will not be marked, as marking is only effective if the child is given opportunities to respond to the comments.

Teachers may use peer marking as an assessment tool. Teachers should respond to pupil's comments or corrected work, by initialling.

Equal Opportunities

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Specific Details on Year Groups

Reception

- In Reception we rely mostly on verbal feedback, usually a positive comment and a target for development
- Any written work focuses on 1 star and a wish or alternative chosen (1 positive comment and a target for development). Focus from Spring B/Summer term.
- On all pieces of written work it is indicated whether the child has completed the work independently or with some assistance.
- Learning journeys profile individuals work and link to the development matters themes.

KS1

- In KS1 we focus our marking on 2 stars and a wish (2 positive comments and a target for development), in writing.
- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.
- Work is marked according to the lesson objective.
- On occasions children will mark their own work and be encouraged to evaluate what they have learned.
- Verbal feedback could be given in the form of: teacher/TA feedback and talking postcards.
- Where a large proportion of the class have misunderstood a concept this is planned into the shared session of the next lesson. This means that correction is not repeated in lots of books – but addressed as a whole class.
- Agreed symbols are used to indicate where children need to make changes. These are displayed in the classroom.

KS2


- In KS2 work is marked according to the lesson objective. We still focus on two stars and a wish, in writing.
- Where a large proportion of the class have misunderstood a concept this is planned into the shared session of the next lesson. This means that correction is not repeated in lots of books – but addressed as a whole class.
- Verbal feedback could be given in the form of: teacher/TA feedback and talking postcards.
- Agreed symbols are used to indicate where children need to make changes. These are displayed in the classroom.

Agreed Codes

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful. Luddendenfoot Academy believes in following a consistent practice throughout the school.

The following agreed code will be displayed in all relevant classrooms so that all children are aware of the meanings of the various markings.

Comments should be written whenever possible, giving targets for future work.

 **(wiggly line)** child marks an unfamiliar spelling. This indicates that they have had a go at spelling the word but they know they need to check it.

(SP) in the margin - teacher has identified an error which the child SHOULD be able to spell/has been previously taught. Child is expected to use word mat/dictionary to find the correct spelling. Child writes out 3 times and adds to word books if used.

Sp(word underlined) – adult has identified a new/unfamiliar spelling children need to find the correct spelling for themselves or if still struggling it may be given to them at the bottom of the piece of writing for the child to practise writing 3 times

(P) – in the margin indicates there is a punctuation error on the line. May be specific for younger children.

(Gr) – in the margin indicates a grammatical error on line for children to find.

● **(dot)** incorrect/error look at this again

? This doesn't make sense (margin)

—— **Line through error** - child rules a line through a word if it is a mistake

VF- Verbal Feedback - brief note of feedback where it would be helpful for children to return to it.

RAR – read and respond stamp used when a child has responded correctly/attempted again

I- pupil worked on task independently

TA - teaching assistant support (group)

T - teacher support (group)

1:1- one to one work

^ Omission

// Start new paragraph

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it.

They must also be given the opportunity to seek further clarification if needed.

Monitoring the Policy

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be done on a half termly basis by the senior leadership team.

