Whaley Thorns Primary School

Marking and Feedback Policy

<u>Introduction</u>

At Whaley Thorns Primary School, we believe that marking is an integral part of assessment and planning and is an essential tool to move learning on. Marking is used to raise self-awareness and gives focus for the next learning steps, thus improving engagement and raising attainment.

<u>Aims</u>

For the children:
- To give praise, raise self-esteem and encourage children to value their work.
- To ensure a consistent approach to marking throughout the school
- To give constructive feedback and clear strategies (next steps) for improving learning and moving the pupils on
- To give continuous and focused communication with the pupil
- To raise expectations and standards
- To allow pupils to evaluate their own performance

For the staff:
- To provide constant focused assessment opportunities which will be used to inform planning
- To assess a pupil's performance against stated learning objectives
- To inform next steps

Key principles for marking written work:

- All work, should be marked in accordance with this policy.

- It is the aim that **all** work will be marked by no later than the beginning of the next lesson.

- Where ever possible, it is the aim that as much work should be marked with the children during the lesson and verbal feedback given to allow them to move on within the session.

- Each time 'marked' work is returned within a lesson the children should be given plenty of time at the start to up level and improve their work/edit and redraft work. They will do this in green or purple pen (green for teacher guided, purple for independent).

- Learning intentions are marked using a yellow, green or purple highlighter so that the child knows to what degree it has been achieved (yellow = almost, green = met, purple = exceeded).

- From Year One upwards, the teacher and/or child will use pink for spelling and grammar corrections, yellow for ideas which have been magpie (wither from the text or from another piece of work) and green for really good examples.

- Children will use green pen to edit, improve or respond to marking or a verbal comment when direction has been given. Purple pen will be used where the child has corrected or improved work independently.

- Cold and hot writes must be marked using the year group expectations in the back of the children's books for reference. Each child will be given 3 targets per text type, which will be stuck in after the cold write, and on each subsequent pieces of writing after. These targets will be marked against in the hot write as well.

- Targets <u>must not</u> be focused on EGAPS. They must focus on content, language, structure, effect. They must be marked against in each piece of writing (using yellow, green and purple).

- Children can have 1 EGAPS target at once, which will be written on their bookmarks. Non-negotiables must not be targets unless the child is SEN.

- Cold and hot writes must be labelled.

- EGAPS teaching must be done outside of the English session (approx 15-20 minutes). All EGAPS work, including handwriting practice, should go in the back of English books. The only time it would go in the front of the book is if it links directly to the piece of writing/text type you are teaching.

- Opportunities for self-assessment and Peer Marking will be planned for.

- Spelling errors or 'technical' vocabulary, punctuation and grammar will always be corrected in any curriculum area to ensure skills are consistently transferred across subjects (using pink pen).

- All teacher comments and next steps should be written across the page using cursive script as exemplars in presentation.

- Work should be marked using black pen.

Marking is for the direct benefit of pupils and improvement in their work. It is used to inform the pupil of the progress they are making and targets they need to work towards.

Key principles for marking Maths work:

✎ All work, should be marked in accordance with this policy.

✎ It is the aim that **all** work will be marked by no later than the beginning of the next lesson.

✎ Where ever possible, it is the aim that as much work should be marked with the children during the lesson and verbal feedback given to allow them to move on within the session.

✎ Each time 'marked' work is returned within a lesson the children should be given plenty of time at the start to correct, consolidate and extend their work/knowledge and understanding. They will do this in green or purple pen (green for teacher guided, purple for independent).

✎ Learning intentions are marked using a yellow, green or purple highlighter so that the child knows to what degree it has been achieved (yellow = almost, green = met, purple = exceeded).

✎ From Year One upwards, the teacher and/or child will use orange where a correction is needed.

✎ Children will use green pen to make corrections or respond to teacher extension questions (written or verbal).

Presentation

✎ Children will write using pencil, pen should be used consistently once a child has earnt their 'pen license'.

✎ Pencil will be used in mathematics.

✎ Children will use purple pen to edit their own work and green pen to edit their work when directed to do so by the teacher.

✎ Pupils should write the date on the top line.

✎ Line guides should be used when writing on plain paper.

✎ Children must not write or draw in the margins or on the covers of their books (maths being the exception), unless they are self-assessing their work.

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by regular sampling of marked work. This will be carried out by the HT and subject leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Standards Committee of the Governing Body will monitor the implementation of the policy.

This policy must be read in conjunction with the handwriting policy.

This policy will be reviewed annually.