



Marking and Feedback Policy

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1. Statement Of Policy

Marking and feedback should be relevant to the learning objectives. It should offer guidance for future work and provide opportunities for self evaluation, encouraging pupils to achieve their full potential in all areas of the curriculum. Pupils should be aware that marking is an integral part of any piece of written work.

2. Guidelines For Teachers

1. Marking of pupil's work is completed as soon as possible.
2. Work should be marked in red pen. The date should be added if pupils have not dated their work.
Supply teachers/students must mark and initial all work they have delivered in red.
Learning Support Assistants to use a black pen to initial and date.
Parents/volunteers to use green pens for reading records.
3. Comments should be constructive.
4. Symbols should conform to the schools agreed pattern.
5. Marking should take account of the skills and concepts taught or learned.
6. Goals set should be positive and matched to the pupil's ability.
7. Older pupils should respond to teacher's comments by putting their initials next to suggestions, targets etc.

3. Standard Marking Code

Double tick the L.O. if work is secure, single tick if work shows understanding, and leave blank if not achieved.



= indicates where positive feedback is given.

sp. = spelling error

// between sentences = new paragraph or new line

/ between words = omission of spaces between words, e.g. I/went/home

Teacher amends incorrect punctuation with a red pen when appropriate.

1:1 = working 1 to 1 with the teacher

1:6 = teacher working with a group

^ = insert a word or phrase

HP = for an Achievement Award in KS2

W = wish to be carried out as soon as possible e.g. go back and add in the missing full stops etc

WD = Work discussed with the children

For Maths all incorrect answers to be indicated by a . not a X

C = indicates a correction is needed in Maths books.

STANDARD NUMBER FORMATION 1, 2, 3, 4, 5, 6, 7, 8, 9

STANDARD LETTER FORMATION

a b c d e f g h i j k l m n o p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumped over the lazy dog.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

4. Marking

DO NOT OVERMARK.

Feedback should improve content, lead to an extension of ideas, application of skills and give praise for their achievements.

Marking should diagnose particular weaknesses and use them as teaching points for future and group learning.

When possible, comments made when marking should be discussed with the individual.

Pupils should be aware of the marking criteria (Success Criteria).

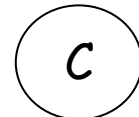
When appropriate, marking should reflect the amount of real effort expended in pupil's work.

When marking emergent writing, the teacher scribes in pencil the meaning of the writing underneath the child's work.

Errors can be bracketed or underlined. When marking spelling errors, focus on words within the capability of each pupil or words copied incorrectly. These words should be practised several times at the end of their work (from Year 1). Older children should practise words in the same spelling pattern as the incorrect one.

Letter and number reversals and incorrect formation should be practised as appropriate to the pupil's ability.

For Maths corrections should be re-written. New answers are placed alongside the Incorrect answers should not be erased.



5. Assessment for Learning – AfL

Marking and feedback at Evenlode Primary School is consistent with the principles of Assessment for Learning (AfL) It is:


- focused on pupil learning
- based on shared learning objectives
- positive in tone and accessible by all pupils
- supportive of achievement
- used to help pupils improve their work
- used to improve learner confidence
- used to include opportunities to develop peer and self- assessment skills
- identified as a tool for assisting future planning


Assessment for learning is embedded in the teaching and learning process at Evenlode Primary School. It involves both teacher and pupils’ reviewing and reflecting on pupils’ performance and progress and is used in the marking process. It is used to help pupils understand what they have done well and what they need to develop.

Feedback can be oral as well as written – this is often determined by the context of the lesson and the age of the pupils.

Pupils can also be involved in the marking process when given clear criteria and learning intentions. In Evenlode Primary School this takes the form of self and peer assessment. Self-assessment takes different forms e.g. when a pupil use a ‘check sheet’ showing agreed success criteria, a highlighter used to identify strengths and weaknesses or a ‘traffic lights’ system which allows pupils to reflect on their learning in relation to the task or activity. If they feel confident that they understand a given piece of work, they use a green indicator. If they are not quite sure they use amber and a red indicator indicates a lack of understanding and further support needed.

Peers are also be used in the drafting and marking process using the success criteria to highlight what has been achieved and what can be done ‘to make it better’. Where self or peer assessment has taken place, the codes below should be used by pupils.

 = SELF ASSESSMENT

 = PEER ASSESSMENT

6. Presentation

Presentation should be as clear as possible.

Pupils are taught to take pride in their work, including correct letter formation, handwriting, illustrations, diagrams, etc.

From Year 2 onwards all diagrams/tables are done in pencil and writing in pen.

Pupils progress through their books in a logical manner, leaving no blanks or unfinished pages (KS2).

From Year 3, a line is ruled under the last piece of work in Mathematics or a gap for other subjects before continuing on a new day. Start a new page if there is inadequate space. All lines in all books must be drawn with a ruler.

Books with $\frac{1}{2}$ lines and $\frac{1}{2}$ plain can be used for new activity – new page.

Writing should be legible and conform to the accepted school script. Correct pencil grip is encouraged.

Pencils are used until the children are ready to be introduced to a blue pen. Pencil will be used in Maths for both Key Stages and for creating tables and diagrams.

The top line of each page is not to be used. Pupils in Year 6 occasionally write on every single line of their books.

Each piece of work has an underlined heading. Pupils from Yr 3 write the full date, underlined, if able. A short date is used for Maths work. The date can be written in either English or Welsh.

When pupils correct their own work, before marking, erasers can be used with pencil and one line through work written in pen. No tippex or eraser pens to be used. Once marked, corrections must be rewritten not erased.

Any corrections required by the teacher must be completed.

7. Planning, Editing & Correcting Work

Children are to understand that reading carefully through work is an integral part of the writing process, and is a way of improving content, as well as a means of checking for spelling or grammatical errors.

From Year 2 the first copies can be written on alternate lines, to facilitate self – editing and teacher marking.

During the editing process pupils from Y2 upwards use coloured biro.

Incorporate use of dictionaries and thesauruses.

Pupils edit and evaluate other scripts regularly in pairs or small groups in order to consider and value others' work.

Completion of set work should be achievable within the allocated time.

It is important that all children have a clear understanding of the marking policy to ensure they have an understanding of what it means and how it can be used to improve their own work. The policy is discussed with children and reviewed with the curriculum sub-committee of the Governing Body on a regular basis.