

## North Wolds Federation

### Marking and Feedback Policy

January 2018

It is highly likely that this policy will be reviewed before the 3 year cycle in line with advice from the DFE regarding workload reduction.

Marking at Market Rasen Church of England Primary School and Nettleton Community Primary School is both diagnostic and developmental.

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to understand where they have done well, and what they need to do to improve.

We believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment.

#### **Aims of Marking and Feedback:**

- To show children we value their efforts, to encourage commitment to achieve and improve self esteem.
- To give children a clearer picture in how far they have come in their learning, and the next step.
- To offer them specific information about how they have progressed against the learning objective and how they can improve further.
- Promote self assessment, whereby they recognise their difficulties and are encouraged to accept help.
- Gauge understanding and identify misconceptions.
- Provide the ongoing assessment that must inform future learning.

#### **We believe that children benefit from:**

- a consistent approach to marking
- knowing what criteria will be applied when marking a piece of work (clear objectives)
- having work marked and returned promptly
- longer comments on some pieces of work which point out areas of excellence and areas in need of improvement

#### **To mark, teachers will need the following:**

- Red, orange, green pens or highlighters. (To give immediate feedback against the learning objective)
- Green Pen- To highlight good aspects of work and to celebrate success.
- Purple Pen- To show areas for improvement when writing 'closing the gap' statements. (Purple to progress)
- 'Closing the gap' stickers.

The school will provide all resources for teachers' marking.

## Marking Guidelines

Subject	Guidelines
Literacy, Maths, Science	<p>All work must be marked.</p> <p>To ensure quality marking, it is recognised that teachers do not have to mark all books in detail every day of the week.</p> <p>A model that may be used is that the teacher will not mark in detail the books of those children they have worked with in a guided group (with TA or Teacher), provided that there is feedback recorded elsewhere-i.e. annotate on planning or in a mark book.</p> <p>Marking will be monitored termly as part of the school self review process and if it is felt that pupils work is not being marked enough this will be addressed.</p>
Foundation Subjects	<p>All work must be marked.</p> <p>Work will be periodically marked in detail. Teachers may choose two groups a week to mark in detail. Where there are serious misconceptions or excellent achievement, detailed marking will be evident.</p>
ICT	End of unit pieces should be printed, marked and kept.
P.E, Swimming and Games.	Although physical activity cannot be marked, outcomes can be recorded and marked/assessed using digital photography or video cameras in line with the school's use of Photographs Policy.

## Marking Principles and Procedures All Subjects

Principle	Procedure
Marking should stand out.	Marking will only be done in purple and green as explained further on in this policy. No other colours may be used.
Marking should always be in accordance with the learning objective. For this to happen, children need to be clear about the success criteria and the learning objective.	<p>Teacher will annotate the learning objective.</p> <p><b>Green-</b> Learning objective achieved  <b>Orange-</b> Learning objective partially achieved  <b>Red-</b> More support needed.</p> <p>A poster will be on display in each class as a key to this code. <i>(See Appendix Three)</i></p> <p>Stamps may be used rather than coloured dots.</p> <p><b>WHERE A LO HAS BEEN MARKED ORANGE OR RED THEN A 'CLOSING THE GAP' STICKER WILL BE USED.</b></p>
The setting of the work is important, especially with our use of APP.	<p>Teachers may use the following codes to support with assessment of APP. Older children may code their own work.</p> <p><b>S</b>-supported    <b>P</b>-Paired Work    <b>I</b>-Independent</p>

<b>Principle</b>	<b>Procedure</b>
Verbal feedback is important in the marking and feedback process, especially for younger children.	A mouth will be drawn to show where oral feedback has been given.
Feedback must encourage commitment to achieve and raise self esteem.	Teachers will write positive comments in green. There must be evidence of much positivity throughout the child's book.
Feedback must guide children to improve.	<p>"Closing the gap" stickers (See Appendix 3) will be used to set children a task, question or activity where there is evidence or error or misconception. They must be used when the LO has been coloured orange or red.</p> <p>Time should be built into the beginning of lessons, or at other times of the day, to allow this to happen.</p> <p>If a 'closing the gap' sticker is used, there must be a positive comment also. (See Appendix 3 for "Closing the Gap" examples)</p>
There is an overarching expectation of presentation.	Children should always attempt to present their work as well as possible. It should be commented on if presentation falls below what they are capable of.
Children should be encouraged to self evaluate against the learning objective.	<p>Time must be built into the end of each lesson for children to self evaluate. They will write S/E for self evaluation at the end of the work and highlight</p> <p>Green- Learning objective achieved  Orange- Learning objective partially achieved  Red- More support needed</p> <p>Children will underline in pink aspects of the success criteria they feel they are meeting. They will also use pink to make corrections and complete closing the gap tasks.</p>
Children should be encouraged to experience supportive and critical peer review of their own work.	<p>When a teacher feels it is appropriate they can use peer assessment.</p> <p>In this the peer would write P/A and highlight green, orange or red. Teachers must use their professional judgement to decide if classes or groups of learners are emotionally resilient enough for this.</p>

### **Subject Specific Information**

<b>Subject</b>	<b>Instruction</b>
English Spelling	<p>Spelling that teachers feel a child should be able to spell correctly but hasn't should be underlined and transferred to "My personal spelling log sheets" at the back of the book, and then into the children's Yellow Spelling Log booklets.</p> <p>Teachers will revisit these spellings with children in a timely fashion.</p>
English Grammar	Where errors of grammar occur, the teacher should indicate the correct grammatical structure when appropriate.

Subject	Instruction
English Handwriting	<p>Teachers should model in handwriting books correct letter formation or joins where there are errors. Teachers, to the best of their ability, should use the Penpals style of writing.</p> <p>In other books, if handwriting or presentation falls below a standard a child is capable of, this should be noted and a 'closing the gap' task issued.</p>
English Writing	Marking ladders are used by teachers and children to identify success and areas for improvement.
Maths	<p>Correct calculations should be marked with a green tick.</p> <p>Incorrect calculations should be marked with a dot. This can also be done in green, for ease of marking.</p> <p>Where children haven't adhered to standards of presentation they are capable of, this should be noted e.g. not using one number per square.</p>

Signature of Head Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

# Appendix One

## Closing the Gap Ideas

### These could be:

- Questions
- A cloze procedure
- Up levelling a sentence or word
- Changing something
- Adding something
- An extension task

## Possible Closing The Gap Tasks

### English

- Say why you thought this.
- How did that make him feel?
- What other adverbs or adjectives could you have included?
- Rewrite the second sentence here with an adverbial opening.
- Can you think of a better word for bad?
- Describe the main character
- Write a row of the letter a the correct way around.

### Maths

- Which number could you add?
- Try the second question again being careful with the tens.
- Rewrite your digits the correct way around.
- Do question 7 again but show your working out this time.
- Have a go at this tricky question.

### Science

- Can you think of a more technical word for stuff?
- Why do you think your prediction was wrong?
- How else could you have tested this idea?
- Redraw the diagram using a ruler this time.

## Appendix Three

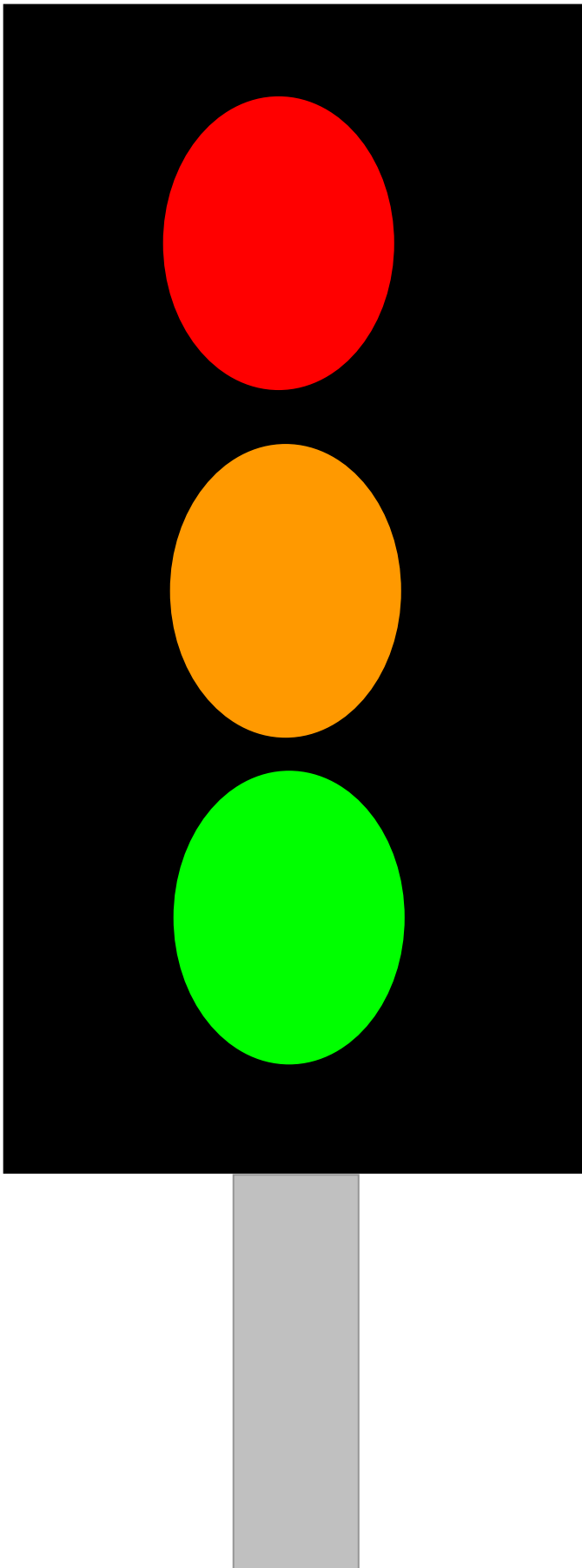
### Closing the Gap Stickers

\*\*\* Closing the gap task \*\*\*

*Commitment to achieve*

## Appendix Three

### Traffic Light Poster



**Excellent!  
You  
understand  
this!**

**Nearly  
there! More  
work  
needed!**

**Don't  
worry! We  
will cover  
this again!**