

Date: November 2017

Review: November 2018

Primrose Hill School Marking and Feedback Policy



GENERAL STATEMENT

At Primrose Hill Primary School we believe that marking is a positive process used to value and celebrate children's success in order to encourage and motivate future learning. We believe that through the use of constructive criticism, marking will inform the child of the next stage in their learning and provide assessment opportunities for teachers to inform their future planning.

The aim of documenting a policy for marking for our school is to develop a commonly agreed and clearly understood approach, so that staff are consistent in their application in order to enhance the quality of children's learning and promote effective teaching.

PRINCIPLES OF MARKING

At our school we believe that:

1. The marking of children's work can have different roles and purposes and can involve both written and verbal feedback.
2. Marking, either written or verbal, should be regular and frequent.
3. When marking work, teachers should, whenever possible, look for strengths as well as identifying areas for development. Criticism should be constructive not derogatory, in order to encourage future learning rather than discourage or deflate the child.
4. Marking should reflect the learning objectives identified on the short term plans. Children should be informed of these objectives and have access to the marking criteria used. Children should always understand the meaning of the marks they receive.
5. Marking should be used to inform teaching judgements concerning children's progress and to inform teacher records and reports.
6. Marking strategies should be consistent throughout the school.
7. Marking should be prompt and pupils should be given the opportunity to respond to the marking at the earliest opportunity.

PURPOSE OF MARKING

At our school we recognise that we mark for different purposes. We mark work in order to:

1. **Praise, reward and acknowledge achievement and effort.** We believe that praise and reward, recognising both achievement and effort in work will motivate and encourage future learning. We endeavour to value and celebrate success whenever possible.
2. **Communicate views to children.** We believe that by informing children, using constructive not derogatory comments, of the teacher's perception of both their effort and achievement, future learning will be encouraged.

3. **Inform and teach.** Through the use of interactive marking, the quality of children's learning will be enhanced, as learning objectives can be successfully reinforced and individual problems and misunderstandings highlighted and corrected.
4. **Identify paths for future learning.** Interactive marking enables the teacher to suggest activities that will help the children in the next steps of their learning.
5. **Aid teacher assessment and identify paths for planning.** We believe that marking promotes effective teaching and learning by enabling the teacher to monitor progress and assess whether the learning objectives, identified on the short term plans, have been achieved. This information will allow the teacher to assess individual needs and be used to inform the next steps in their planning to ensure continuity in learning and accurate match and differentiation.
6. **Communicate views to parents and interested parties.** Through marking we successfully share our views of children's efforts and achievements with their parents thus encouraging greater home-school links within their child's future learning.

THE ROLE OF THE MARKER

At our school we believe that the role of the marker is to ensure that ALL children have their work marking in a way that is likely to improve their learning. We believe that this role may take on different forms depending on the situation.

1. **As Editor:** As editors, teachers use interactive marking strategies to provide both feedback and feed forward. Work is marked constructively and suggests ways forward and the activities, which children might pursue to help them in the next stage of learning, in order to improve upon their last piece of work.
2. **As Proof Readers:** As proof readers, teachers use diagnostic marking strategies to highlight both strengths and weaknesses. Errors are corrected and aspects of learning that are causing confusion are interpreted in order to enhance understanding and promote future learning.
3. **As Examiners:** As examiners teachers grade or level work to provide a summative assessment record of what a child can achieve at that moment, in order to test understanding, monitor standards and evaluate the effectiveness of teaching strategies.
4. **As Monitors:** As monitors, teachers mark work to provide formative assessment of what the children know, understand and can do. This allows the effective monitoring of progress and understanding, and informs accurately the next step in the teaching process to ensure progression in learning.
5. **As an Audience:** Work is marked to share, acknowledge and celebrate effort and success, this encouraging and promoting future learning.

STAFF RESPONSES

In our school we respond to children and their work in a variety of ways ensuring that by the responses given we inform, motivate and value the child.

1. **Demonstrative Responses:** We celebrate success and recognise achievement through the use of:
 - **DISPLAY** – both within the child’s own classroom and throughout the school.
 - **STICKERS, STAMPS AND SMILY FACES** – usually awarded to a piece of work but may be ‘worn’ by the child if they choose to do so.
 - **CERTIFICATES** – awarded each Friday during assembly for exceptional effort and/or achievement.

Success and effort should be rewarded as often as possible by all adults responsible for marking work, including parents (especially in the home-School/Reading Records). Teachers should ensure that all children receive each type of reward at some time throughout the year.

Children should also be informed of the criteria used in awarding the sticker etc and be made aware why other pieces were not chosen.

2. **Oral Responses:** We regard the use of oral responses as an ongoing interactive marking strategy that is the main vehicle for informing and encouraging children and their learning. Comments should be positive and constructive. Great care must always be taken not to use negative responses or make off-hand comments, which discourage or deflate the child.
3. **Written Responses:** Written responses should be used regularly to compliment, extend and reinforce the oral marking strategies used within the classroom. Where possible written comments should include appropriate next steps.

Ideally work, whenever possible, should be marked with the child and before the next piece is attempted. However, we recognise that due to the increase in volume of work produced as the child gets older, and with the introduction of targeted teaching groups in Literacy and Numeracy, that it is becoming more difficult to mark with the child. Teachers should use their professional judgement to determine which selected pieces are marked in this manner. To ensure that written comments are read and implemented especially when work has not been marked in the presence of the child, children will be taught to respond to instructions and correct errors before new work is undertaken.

All comments should be positive and constructive, identifying strengths as well as weaknesses. Comments should whenever possible focus on the next steps in learning, especially if marked away from the child. We recognise however, that due to time constraints not all work can be marked in diagnostic detail and the use of ticks and brief comments to acknowledge work, are also acceptable. Teachers should refer to the learning objectives identified on short term plans to determine the marking strategy to be used and the depth at which work is to be marked.

Children should be informed of the assessment criteria at the beginning of each piece of work and should understand any responses and codes given. To facilitate this understanding and to promote consistency throughout or school, the agreed codes and procedures listed in Appendix 1 should be used by all staff when marking work.

Wherever possible pupils should be given clear next step targets in order to further improve their work and help to rectify any misunderstandings. Pupils are encouraged to respond to the next step marking at all times and are allocated time in class to do so. Pupils in Key Stage Two are given a ‘Primrose Purple Pen of Progress’ which should be used to undertake any work in response to next step marking. In Key Stage

One teachers will clearly indicate in purple where next step work should be undertaken and again pupils should be given time to respond accordingly.

CHILDRENS' SELF ASSESSMENT

At our school we believe that by encouraging children to review their own work and to be involved in setting goals and targets future learning will be promoted.

At our school we encourage children to self-assess by:

- Marking work, whenever possible, alongside the child.
- Using success criteria created by themselves with the teacher evaluate the success of their efforts.
- Having group presentations evaluated by the rest of the class.
- Having general class discussions on how work is being done and how it can be improved.
- Encouraging children to report back on their own work.
- Developing children's critical vocabulary.
- Self-marking in tests.
- Self-marking in Maths for Years 4-6 at the teacher's discretion.

PUPIL RESPONSE TO MARKING

At Primrose Hill we believe that one of the best opportunities for pupils to improve in their learning is through high quality personalised feedback. Marking should be positive but should also offer pupils the opportunity to rectify their misconceptions and extend their learning further. As a result we use a coloured system whereby good work is highlighted/marked in pick (Tickled pink), areas for development are given in green (Green for growth) and pupils respond to marking in purple. In KS2 pupils have their own Primrose Purple Pen of Progress and are given the opportunity to use this at appropriate times to respond to their teacher's marking. In KS1 teachers indicate where they would like pupils to respond to their marking using a purple mark. It is vital that teachers make sufficient time within the structure of their teaching to allow pupils to respond to next step's marking.

EVALUATION AND MONITORING

The success of our marking strategies in enhancing the quality of learning and in promoting effective teaching will be reviewed yearly by all staff who are involved in the marking of work. It will also be reviewed regularly by the Headteacher/SLT and by subject leaders as they undertake monitoring within their individual subject. As part of such reviews a selection of marked work from a variety of curriculum areas and across all year groups will be shared and evaluated to ensure that:

- A consistent approach is being used throughout the school and that praise and reward are being used frequently.
- Any criticism is constructive rather than derogatory.

- Focused marking reflecting the learning objectives on the short-term plans, suggest ways forward enabling children to improve upon their last piece.
- Focused marking feeds directly into planning by providing detailed formative and diagnostic assessment to ensure accurate match and differentiation.
- Pupils are being given the opportunity to respond to marking and therefore rectify misconceptions/extend their learning as appropriate.

Date: November 2017

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Signed:

A handwritten signature in black ink, appearing to read 'G. G. G.', written in a cursive style.

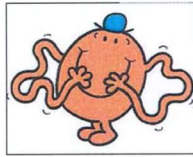


EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

MARKING SYMBOLS



Good work...I'm tickled pink!



Spelling mistake



Missing letter or word



Poor expression



Misuse of capital letter or other punctuation



New paragraph



Change order or sequence



Next steps – How to improve