

# WINGROVE PRIMARY SCHOOL

## Policy and Guidance for



## The Marking and Feedback of Children's Work

Date formulated: May 2002

Approved by GB: June 2002, Sept. 2014

Dates for review: Yearly

Review Date: July 2016

## **Rationale**

The marking of children's work is an important part of the teaching and learning process and is one method of communication between teacher and child. As well as providing for constructive and positive comment upon an individual piece of recorded work, it can also form part of the dialogue between teacher and child by offering advice and eliciting a higher level of response for future or following work.

Effective and thoughtful marking also forms part of the wider communication process through its provision of information to parents on Parents' Evenings and during other consultation meetings; through the passing on of the child's books both to receiving teachers within Wingrove and to others.

The process of marking is used as a tool for teacher assessment, providing the teacher with information about the acquisition and use of knowledge and skills previously taught, and to inform the planning for the next stage of teaching and learning.

The marking itself is also used as a vehicle for the monitoring and evaluation of children's work: the standards achieved and the progress being made (value added). Monitoring and evaluation takes place on many levels and includes that undertaken by the school itself (staff and governors), by the Local Authority, and by external inspectors (HMI and Ofsted). Marking may say as much about the school's standards and professionalism as it says about the individual piece of work to which it relates.

## **Aims**

- To provide a response to each child's recorded work which is:
  1. Prompt
  2. Positive
  3. Meaningful
  4. Constructive
- To motivate children and raise self-esteem by enabling them to recognise and be proud of their strengths and achievements
- To support children in using and building on previous learning through the provision of advice and / or the extension of ideas
- To encourage each child to give their best effort and achieve their true potential
- To demonstrate that each child's sincere effort is valued – at all levels
- To inform parents of the standard of their child's work and the progress being made
- To provide information, both formative and summative, for the current teacher, for other members of staff, the LEA and external agencies
- To provide for a constructive and consistent approach throughout the school

## **Equal Opportunities**

All children attending Wingrove Primary School, whatever their cultural background, gender or special need, have the right to enjoy, to the fullest extent, the benefits of the educational provision offered here. Through the effective and consistent operation of our marking and feedback policy we ensure that children:

- Feel valued for the effort they have made and the work they have done
- Are encouraged to feel secure in previous learning and confident to progress
- Are appropriately supported, advised and challenged
- Have their individual needs met

## **The Policy in Practice**

Marking is carried out promptly following completion of work. With the very young it is done in discussion with the child for greatest impact. With older key stage one children, marking is carried out on the same, or following, day and verbal feedback given. With older children marking is always completed and any appropriate verbal feedback given, before the next lesson in the subject.

Marking is positive, thus reinforcing the effort and success contained within a piece of work. Using the child's name personalises the comment and can be a powerful motivator. The use of 'smiley faces', praise stickers and stamps and merit points are prized and serve to both congratulate and motivate. Sharing the work with partner staff and with the Head teacher acts as an extra reward for special effort and / or achievement.

Marking is meaningful in terms of:

- The age and ability of the child, particularly with reference to the style of handwriting and vocabulary used
- Its connectivity with and reference to the stated learning objective for that lesson, to the directions given and to previous learning. This is particularly important with the correction and reinforcement of spelling and punctuation appropriate for the age / ability group
- If pupils are able to make use of your comments in other pieces of work in new contexts

Marking is constructive, drawing out the positive aspects then offering advice and appropriate challenge to enable the child to build on these aspects and show improvement in the next piece. It is always linked to the learning objectives for the lesson. We do not write 'good boy/girl' as this does not provide constructive advice to children.

Where difficulties are apparent, an invitation to 'come and talk to me about...' is written on the work, and a note made in the teacher's planning log or record book to follow this up. We do not write 'see me'.

Marking comments reflect the child's progress and development in the subject. Any

need for repetition in the discussion of difficulty or any failure to build on work done is reflected in the teacher's planning for subsequent lessons.

Marking is always done in pen, using a different colour to that used by the child, and is initialled and dated. Written comments must be legible and model good handwriting to the children. Marking is annotated with an OA for children working with an adult other than the teacher, a T when working with the teacher and an S when the children are working with a supply teacher. All other work without annotations will be assumed to be independent.

In English books, the children will write on the left page. Marking will be carried out on the right page. Thus enabling children to amend their work and produce up-levelled examples of writing. In English and creative curriculum books, errors, or critical gaps in the child's learning, will be identified with a pink highlighter and a comment/s will be offered about improvements and next steps for progress (Think for pink). Each child will be given the time to respond to the comments and provide additional written work to demonstrate their understanding of the improvements required. Where the learning objective has been achieved, a green highlighter will be used to demonstrate this.

Children should be assessing their own and the work of their peers on a regular basis. Incorrect attempts at spellings will be annotated with *sp* and children should be given time to find the correct spelling and copy accurately. Teachers' discretion dictates which words to address, according to the child's stage of development in spelling. However, high frequency words and key subject/topic development take priority.

In maths, pupils should progress in:

- applying strategies effectively
- recording logically, accurately and efficiently, including drawing
- using facts correctly and with increasing complexity
- applying knowledge in different contexts

The purpose of marking must be to correct thinking or recording in order to promote progress. It should be clear, concise and effective. Children's genuine efforts should be praised, but insufficient care or attention should be challenged.

A simple, two part approach to marking will coincide with the adoption of coloured highlighting.

- 1) Identify key focus points with pink highlighting (green highlighting to be used for meeting objective, as in other subjects)
- 2) Brief annotations linked to the highlighting

Comments, though brief, should focus on the mathematical thinking and draw attention to errors with corrective guidance. Many annotations will be from key points, so can be abbreviated, and we can develop a system to which children can respond as they progress through key stages.

Abbreviations to include:

Abbreviation	Focus point	Common errors
pv	place value	Missing or additional place holders; missing decimal point; reversed place values;
nf	number facts	Incorrect number bond, product, sum, remainder, relationship
St	strategy / method	Misunderstanding of steps in calculation, confused order of steps, error in exchanging, missing steps in multi-step calculation
lt	layout	(Predominantly relating to vertical calculations) inconsistent place columns, digits increasing to the right instead of left, rows and columns not aligning; calculations rambling across a page rather than being neatly contained (age appropriately)
dr	drawing	Inaccurate use of ruler, missing starting and stopping points in a line, missing features of polygons, inaccurate right angles or parallel lines
sp / hw	spelling / handwriting	Mis-spelt dates, key vocabulary, objectives, reversed digits, incorrect mathematical symbols

Expectations will progress throughout key stages. Marking should generally relate to National Curriculum lesson objectives and personal targets.

The above table will be shared with children across the school. It will be displayed in all classes from Y2-Y6 and will be affixed to the inside leaf of all maths books from Y3 to Y6.

This policy will be reviewed on a yearly basis.

#### Remember:

Marking is one way of sharing, valuing and responding to the children's work and to the children themselves. By adhering to the principles and practices set out in this policy we reinforce the positive ethos and high standards for which we all work at Wingrove.

