

DHEKELIA PRIMARY SCHOOL

MARKING & FEEDBACK

POLICY

The Principles That Guide Dhekelia Primary School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable for the teaching team and accessible to the children.**
- Relate to the success criteria.**
- Involve the teaching team working with the children.**
- Give recognition and praise for achievement and clear strategies for improvement.**
- Allow specific time for children to read, reflect and respond to marking where appropriate.**
- Inform future planning.**
- Use consistent codes.**
- Ultimately be seen by children as a positive approach to improving their learning.**

The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TA's), key people and any other specialist teachers employed by the school and/or MOD Schools.

Success Criteria

Clear success criteria must be identified in planning. This must be shared with all pupils during each lesson. In Key Stage 1, a success criteria sticker must be placed in the relevant book and used as part of the marking process.

Stickers must be placed in literacy, numeracy, RE, topic and science books even when the activity is wholly practical and used as part of the marking process.

In Foundation Stage 2 success criteria stickers/post its must be written for each piece of adult directed work in the prime areas and marked/annotated against the Success Criteria.

In Key Stage 2, the learning journey turtles will show the progression of the success criteria.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. A Mark scheme has been included in this policy as an appendix.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative Feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. A minimum of one in every third piece of work in a subject must be quality marked. Acknowledgment should always relate to the success criteria.

Oral Feedback and verbal praise

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning

Marking and feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialed and commented on where appropriate.

Additional Marking and Feedback Strategies

Marking and feedback strategies include:

- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work and written work.

Quality Marking

Be positive, indicating what has been done well in **Pink** pen.

Indicate an area which would be 'even better if... ' in **Green** pen.

Spelling, punctuation and grammar must be marked in relation to the child's targets.

Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Symbols are provided in the appendix.

When possible and appropriate, children should be given a comment, which will extend their thinking.

Children's response to the comments

Self-marking and evaluation

Children should be given time at the start of a lesson or during Super Skills to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged to respond to the written feedback, either verbally or by writing a reply.

All children should be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. Younger children may use faces as an alternative method.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT and Middle leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

MARKING SCHEME

MARK	MEANING
I	Independent work – work the child has undertaken without any adult support.
G	Guided work completed under the direction of an adult.
S	Supported – mostly independent with some adult intervention.
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
VF	Verbal Feedback given. The teacher will give a brief overview of feedback.
Green	Think again or partly met placed against SC sticker. The teacher will highlight areas in green.
Pink	Success criteria achieved. The teacher will highlight in pink where this has been achieved.
▲	Missing word
/	New Line
//	New paragraph
SP	Spelling error – highlight in green for key spelling errors. Children to copy out correct spelling 3 times.