

# Littledean C of E Primary School

## Marking and Feedback Policy

*'People with time for Children'*

***This policy should be read in conjunction with the Teaching and Learning Policy***

**School Aim:-** *'provide high quality teaching that takes into account the individual needs of every pupil and offers a broad, stimulating and relevant curriculum that begins the process of life-long learning'*

The staff of Littledean C of E Primary School feel that marking should be a two way process between teacher and child. It should be a **constructive** process which gives direction as to how work might be improved. In accordance with the principles of Assessment for Learning (AfL) we believe that marking will have an important impact on improving standards and be part of the assessment process. Work in all subjects will be marked in accordance with the Learning Objective (L.O) for the specific activity.

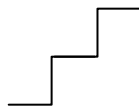
### **Marking will be carried out positively.**

In the early years most work is marked alongside the child so that errors/mistakes can be pointed out and corrected. As children move into and through Key Stage 2, more work is of necessity collected in and marked with mistakes identified and corrected as appropriate. However where ever possible, we try to mark work with the children. Children may then be expected to correct their mistakes and re-draft where necessary or required.

Please note that the level of correction depends upon the nature of the work e.g. creative writing and a record of results in science would be marked in a different way than a piece of formal writing and also the age/level of the child. Work is marked according to the learning objective and also the success criteria for the task.

### **Writing**

In Key Stage 1 teacher will mark on a daily basis and where appropriate the teachers will indicate the next steps for the pupil by using the following symbol:



In Key Stage 2 teacher will use the next steps symbol after a child completes their first draft of an extended piece of writing, in order to help the child to improve their work during the editing process.

Any marking or comments will be written in green. When children re-draft a piece of work, respond to a 'next steps' comment or carry out self-assessment they will use a red pen. Teacher will plan for time within lessons for children to carry out these tasks.

When marking a final piece of writing (at the end of a unit) teachers will assess against the success criteria generated at the start of the unit. Children will be given the opportunity to assess their own work and the work of their peers at various intervals throughout the year

Teachers will use the assessed end of unit written task to set group and individual targets. These targets will indicate what the children need to do next to further improve their writing.

## **Spelling**

Spelling will be corrected depending upon the nature of the work and the stage/age of the child. Work that is the first draft will not have all spelling corrected as part of the writing process involves children correcting their own mistakes. Teachers will correct spellings in other pieces of work, however not every word will be corrected on every occasion. Work that is rewritten for display will have all words corrected.

## **Punctuation**

Punctuation errors are identified and corrected at the teacher's discretion at the appropriate level but again work that is to be rewritten for display will have all punctuation corrected. Work that is the first draft will not have all punctuation corrected as part of the writing process involves children correcting their own mistakes.

In Key Stage 2 teachers will use a specific mark code when marking the children's work (see appendix 2). This is to assist the children in identifying aspects of their work that they need to develop further in a way that still promotes the children's independence within the drafting and editing process.

## **Mathematics**

Marking will be carried out using a green pen. All marking will be related to whether the child has achieved the learning objective as stated at the start of each lesson.

Where appropriate, at the end of each activity or task the teacher will use a code to indicate the next steps for the child (see appendix 1).

A pink highlighted circle/splodge indicates that the child has understood the concept being taught and needs to move on to an extension/mastery activity.

A green highlighted circle/splodge indicates that the child is almost there with their understanding but needs to spend a little longer consolidating their understanding.

A yellow highlighted circle/splodge indicates that the child has struggled with the activity and needs further support from an adult.

When teachers colour code the children's work they will be given opportunities in the next lesson to respond. This will involve either carrying out an extension/mastery activity, consolidating previous knowledge or working with an adult to reinforce concepts from the previous day.

A green dot next to a calculation will indicate that the calculation is incorrect. The teacher or child will then re-write the calculation and have another attempt. There will always be time built into the lesson to enable children to respond to the marking and feedback.

## **EYFS**

All marking in the EYFS will be done verbally alongside the child. The move to more formal, written marking will take place as and when individual children are ready.

**Reviewed: Sept 2016**

**Approved by Teaching Learning Behaviour & Safety Governors: 20<sup>th</sup> September 2016**

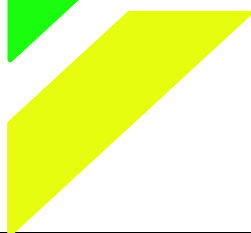
## Maths Marking Code



Extend - Move on, now try something more challenging



Consolidate - Try again, you are nearly there so have another look



Support - You need a little more help with this so work with me today.

## Appendix 2

### Editing Marking Code

SP                      Spelling mistake - You may need to use a dictionary to help you

NP                      You need a new paragraph

P                        Missing punctuation

\_\_\_\_\_              Check to see if this makes sense



Up level this - can you change your word choice to make it better? You might need to use a thesaurus