Drove Primary School Marking and Feedback Policy

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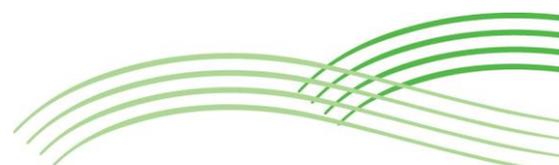
<u>Ethos of Marking at Drove</u>

In response to the Government's review of teacher workload (February, 2015) our marking policy reflects the following recommendations;

- A focus on the quality of feedback as opposed to quantity.
- A more balanced approach to feedback where 'marking' is just one of a range of options.
- Although we recognise that it is important to have a core and consistent approach across the school we also have recognised the importance of trusting teachers to focus on what is best for their pupils and their circumstances.
- Marking which does take place should be meaningful, manageable and motivating.

<u>English</u>

- Long date (the only time this is used)

<u>Example:</u>

Monday 1st January 2019

Aim: Then write the aim here.

All aims should begin with 'I can' statements.

Aim is <u>not</u> written in the margin.

<u>Progression of Writing the Aim</u>

Reception/ Year One: Teacher to write or type the aim for the child.

Year Two: Teacher to write/type the aim initially, but by the end of the academic year an 'on track' child should be able to write the aim independently.

Year Three – Year Six: Children should write the aim independently.

<u>All Other Subjects</u>

- Short date.
- The aim is to be written following the above directions.

<u>General – All Subjects</u>

- Mistakes must be crossed out using one line and a ruler.
- Children should not be allowed to draw on the covers of their books.
- At the end of a piece of work a line must be drawn across the whole page.

<u>Additional Information - Maths</u>

- Children should be encouraged to put numbers in the squares in their maths books
- Rulers must be used for any lines (excluding jottings).

<u>Additional Information – Science</u>

- Sub <u>headings are underlined</u> but not put in the margin.

<u>Comments</u>

<u>Independent Writing (Assessment pieces)</u>

Use a green highlighter pen to show the student exactly what they have done well in their work.

This needs to be followed by an 'even better if' comment when the aim is not met. An arrow is used to show the student this comment and should enable them to further their learning.

For example:

⟶ Start each sentence with a capital letter.

Next steps may not be evident in Year 2 and Year 6 due to the need for work to be independent for moderation purposes.

<u>Shorter pieces of writing, Maths and Other subjects.</u>

Teacher to write an 'even better if' comment only **if deemed appropriate.**

Foundation Subjects should be marked in depth at least twice a term focussing on transference of skills.

<u>Marking Against the Aim</u>

If the teacher decides the child has met the aim, they should tick it. However, if the teacher decides the child hasn't met the aim, then they should place a dot by the side of it (symbols to be in line with marking key).

Teachers and support staff should also indicate if the piece of work was completed independently (I) or with guided support (G).

Teaching Assistants and Other Support Staff

If teaching assistants, bi-lingual assistants or other support staff, work with an individual or group during a lesson, they should also follow the marking policy and provide verbal feedback to the class teacher, when required.

Marking Key (See Appendix 1)

The marking key must be followed at all times and used across all subjects when the child's work is being marked.

Reflection Time

Teachers must allow time for the students to reflect upon the comments they have made and action any points or areas for development.

For example, if the teacher's comment asked the pupil to use a wider range of verbs, the pupil will then need to rewrite one of the sentences from the piece marked and change the verbs used.

All reflection time work needs to be completed in blue pen, as this will enable the teacher to easily identify effective reflection and act upon it as appropriate.
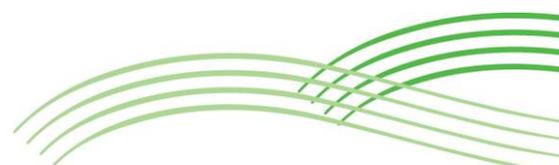
Teachers must ensure that once children have responded to EBI ⟶ suggestions, that they recognise this response (this can be with a tick/comment).

Conferencing

Once the children have completed an assessment piece, twice a term. They need to be exposed to conferencing. During this time, teachers are expected to give the children verbal feedback. Allowing them the opportunity to edit and revise their work.

Year 2 and Year 6

Marking in Year 2 and Year 6 may look different to the other year groups due to impending moderation and set procedures that are used for this

Marking Key

Student version	Teachers annotations (green/ orange pen = marking/blue pen = children's editing)
ER Teacher who has marked my work	Initials only need to be recorded by anyone who is not the class teacher e.g. supply teachers of teaching assistants
√ My work is correct.	Tick the aim if they have achieved it.
• I need to look at this again.	Dot the aim if they have not achieved it.
My teacher has spoken to me.	If you have verbally discussed a teaching point with the student use the speech bubble symbol.
HT I was given help at this point.	Use this symbol to indicate the student has been supported during a particular activity. Write next to the point at which the adult has supported the child, initial if not the class teacher.
G I was supported by an adult today.	Use this symbol to indicate that this work has been completed as a guided group activity
I I worked all by myself today.	Use this symbol next to the aim to indicate the student has worked independently, or specific answers if the majority of the work has been supported.
Sp 2 I have made two spelling mistakes here	Incorrect spellings, punctuation and grammar mistakes within a paragraph identified with a number (E.g. Sp 1/PG 1 for one error). This symbol should be put in the margin at the beginning of the corresponding paragraph.
PG 2 I have made two punctuation or grammatical mistakes here	
The Here is where you have met the aim	Specifically identify where children have met the aim with green highlighter.
The Check this again for mistakes	Specifically identify and area for improvement which has stopped the children from meeting the aim.
☺ Good effort.	Should be used to specific praise the effort or the process even if the aim has not been met
⟹ Even better if.	Write what they need to focus on next in order to move the learning forward. This objective should be related to the aim. If the aim has been met, the 'even better if' is not required.
9 bd My teacher has corrected my letters/numbers	Ensure that correct letter or number formations are modelled