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.
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- 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>Literacy</u>

- Long date (the only time this is used)

<u>Example:</u>

Monday 1st January 2017

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.

Progression of Writing the Date

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

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

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

All Other Subjects

- Short date
- No title to be written for other subjects (only literacy)
- The aim is to be written following the above directions

General – All Subjects

- 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

Additional Information - Numeracy

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

Additional Information – Science

- Sub headings are underlined but not put in the margin

Comments

Independent Writing (Assessment pieces)

Teacher should provide one 'what went well' comment and one 'even better if' comment (i.e., something you would like to see in the child's next piece of work).

The positive comment should be written, using the smiley face symbol
For example:
☺I like your…/I like the way you…

Use a green highlighter pen to show the student exactly what they have done well in their work. For example if the comment is; 'I like your use of adverbs' then highlight a few examples of the adverbs they have used.

This needs to be followed by an 'even better if' comment. 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.

Use an orange highlighter pen (if appropriate) to show the pupil where the error is in their work.

Shorter Pieces of Writing, Numeracy and All Other Subjects

Teacher to write a positive comment and an 'even better if' comment only **if deemed appropriate**. In the course of a week two pieces of work in core subjects should be marked using the 'what went well' and 'even better if' comment strategy.
In foundation subjects which are not included in literacy books, this quality marking should be carried out partway through a unit of work and at the end of the unit. For example, art may be marked on the third and sixth week in a six week term. This can of course be adapted dependent on the tasks planned.

Marking Against the Aim

If the teacher decides the child has met the aim, they should tick it accompanied by their initials. 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), with guided support (G) or with help given (H).

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 making 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.
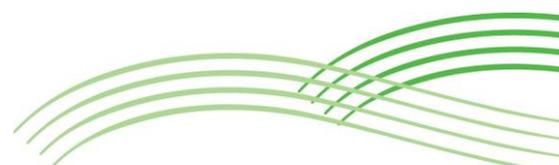
Reflection Time

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.

Teachers must ensure that once children have responded to EBI $\longrightarrow$ suggestions, that they recognise this response (this can be with a tick/comment).

Student version	Teachers annotations (green pen = marking/blue pen = children's editing)
CR 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 <u>aim</u> if they have achieved it.
• I need to look at this again.	Dot the <u>aim</u> if they have not achieved it.
(ME)/ME My teacher has modelled this correctly for me	ME/ME in a speech bubble if you have modelled an example for a child.
My teacher has spoken to me.	If you have verbally discussed a teaching point with the student use the speech bubble symbol.
CR 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 within a paragraph identified with a number (E.g. Sp 1 for one error). This symbol should be put in the margin on the line of the incorrect spelling. If unknown
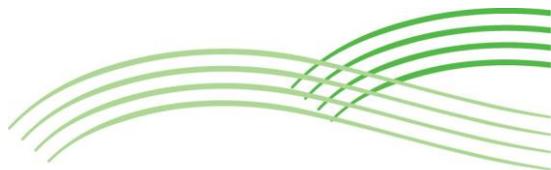
Hyparventalin Unknown word spelt incorrectly	word underline and suggest dictionary or give spelling to practise
PG 2 I have made two punctuation or grammatical mistakes here	Punctuation or grammar mistakes within a paragraph identified with a number (E.g. PG 1 for one error). This symbol should be put in the margin next to the corresponding paragraph.
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 use of….	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.

1. I can use place value cards to make different two-digit numbers.	√		Maths self and teacher assessment against success criteria (steps within maths lessons). Highlight met objectives in green and use orange where objectives are not met.
2. I can partition numbers in different ways.	√		
3. I can solve missing number statements that involve partitioning.	•		

9 bd My teacher has corrected my letters/numbers	Ensure that correct letter or number formations are modelled