



Wren's Nest Primary School Feedback/Marking Policy KS2

September 2015

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teacher's mark children's work and provide feedback to ensure effective learning.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focussing on successes and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Give recognition and praise for achievement.
- Allow time for children to read and reflect on marking.
- Inform future planning and group target setting.
- Have consistent approaches across KS2.
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

There is a visualiser in every classroom/year group. These are used regularly to show children's work and mark/edit and improve together with the children.

How do we mark children's work?

All subject areas except Numeracy, which is detailed below:

Focussed marking:

- 6-8 children (or approximately a third of your group) will be marked in detail from across the range of groups (excluding the group supported by the teacher), to give an overall picture of the lesson and feed into the planning of future lessons. For example, a group of 16 children would require 8 children to be marked in detail each time, whereas a group of 27 children, would be split into 3 groups of 9.

What would we expect to see in a piece of focussed marking?

- Detailed marking throughout the piece of work, highlighting:
 1. Spelling errors that you feel the child should be getting correct. Where phonetically plausible attempts have been made, that you wouldn't expect the child to spell correctly, recognition of the incorrect spelling should be made (**sp**), but not necessarily corrected.
 2. Grammatical errors - the teacher should insert missing punctuation (including capital letters) and circle any incorrectly used punctuation.
NB Consideration should be made to the level the child is working at, as we do not want the page to be filled with corrections, which could have a negative effect, demoralising the child.
 3. Errors in tense should be identified by writing the correct tense form clearly above.
 4. Missing paragraphs should be indicated by the use of two oblique lines (//).
- At the end of a piece of focussed marking you would expect to see:
 1. A celebratory comment if the work is of an expected standard.
For example, *Well done! Great effort! You have tried hard today!*

Or

If you know this is not the child's best work, celebrate the work completed, but acknowledge that you recognise that it is not their best attempt.

Some good work, although . . .

- *I expected you to do more*
- *your punctuation could have been better*

Where a child has not produced work to the expected standard, the teacher will make a comment that reflects this.

I am disappointed with this effort today, as I know you can do better.

It's a shame you were a little distracted today, as I know you're capable of achieving this target.

2. An indication of whether the target was achieved.

TA (Target Achieved) **because** . . .

TAP (Target Achieved in Part) **because**however you still need to work on . . .
(This would include the next step in their learning).

TNA (Target Not Achieved) **because** . . .

When references are made to 'next steps' the use of the term 'future work' would enable the teacher to close the loop at a future date when the child shows they are independently using the suggested technique.

In your future work, I would like to see . . . '

3. Useful developmental comments are:

- a. A reminder prompt - redirecting the child to the learning intention of the task. *Tell me more about James's character or Explain this for me.*
- b. A question prompt - the children are asked to elaborate further. For example, *what did you see on the boat trip? Fish? Birds? People?*
- c. A scaffold prompt - *What type of boy is James - good, bad, excitable, shy, kind? Or do you have your own idea?*
Describe what James would do if he heard unkind words about a friend.
Finish this: James liked to play jokes on his friends. For instance, he . . .
- d. Modelling

If these are used, follow up comments may be required.

I'm glad to see you are now . . .

4. Any groups working with other adults in the classroom will form part of the focussed marking group, ensuring a selection has been taken from across the class.
5. Teacher led groups will be indicated by the use of the symbol **VF**. The teacher might, where appropriate, correct some errors within this piece of work, while giving verbal feedback. Focussed marking will not be expected.

For the remainder of the children, all work will be looked at by the teacher. Achievement of the target will be indicated using the symbols **TA**, **TAP** or **TNA** and it will be left to the teachers' professional judgement whether a further comment is required. This will not constitute detailed marking.

There will be occasions where the teacher will want to focussed mark all of the children's work. For example, an assessed piece of writing at the end of a unit of work.

In contrast, there will be times when it is inappropriate to focus mark any of the children's work. For example, when the children are practising and consolidating work.

E.g. analysing a text

E.g. individual paragraphs/sections building towards a final piece of work

When completing work like this, it would be appropriate to put a tick and either TA, TAP or TNA.

Opportunities for Peer marking and self-evaluation:

When appropriate, the children will be given the opportunity to either self-evaluate or peer mark. Within the focussed marking, the teacher could make a reference to the child's own comments.

Marking and Feedback symbols:

VF = Verbal Feedback given

G = Guided work

I = Independent work

S = Supported work

At Wren's Nest Primary School, because one of our school priorities is to raise standards in reading and writing across the curriculum, the detailed marking in History, Geography, Science and other curricular areas that involve the children writing, will be the same as for Literacy, unless it is inappropriate. For example, map work in Geography, where this would more likely require a tick and TA/TAP/TNA.

In Science, comments will be made against the scientific target. However, comments should also refer to the children's writing skills when applicable.

Handwriting:

There is no expectation to detailed mark handwriting as there is little benefit to the child. Verbal Feedback (VF) and modelling will be given throughout the session and the work will be marked with a tick and flick, with added constructive comments when and if necessary.

Spelling:

Spelling activities will usually be completed in the children's handbook. This gives ideal opportunities for self-evaluation. The children have the opportunity to self-correct and re-write the correct spelling in their log books for future reference. The teacher will be expected to monitor this process and make any constructive comments where necessary. No detailed marking will be required. The teacher will only be required to tick and flick.

Numeracy:

Focussed marking:

- 6-8 children (or approximately a third of your group) will be marked in detail from across the range of groups (excluding the group supported by the teacher), to give an overall picture of the lesson and feed into the planning of future lessons. For example, a group of 16 children would require 8 children to be marked in detail each time, whereas a group of 27 children, would be split into 3 groups of 9.

What would we expect to see in all marking?

1. All of the work will be marked with a tick ✓ if it is correct a ✗ if it is incorrect and a c if you would like the child to correct their errors either within or outside the lesson.
2. The teacher will model the correct method alongside, if applicable, for the children to follow.

In addition to the above, within a piece of focussed marking you would expect to see:

- 1) A celebratory comment if the work is of an expected standard.
Well done! Great effort! You have tried hard today!

Or

If you know this is not the child's best work, celebrate the work completed, but acknowledge that you recognise that it is not their best attempt.

- *Some good work, although . . .*
- *I expected you to do more*
- *Your presentation could have been better*

Where a child has not produced work to the expected standard, the teacher will make a comment that reflects this.

I am disappointed with this effort today, as I know you can do better.

It's a shame you were a little distracted today, as I know you're capable of achieving this target.

- 2) An indication of whether the target was achieved.

TA (Target Achieved) **because** . . .

TAP (Target Achieved in Part) **because**however you still need to work on . . .
(This would include the next step in their learning).

TNA (Target Not Achieved) **because** . . .

When references are made to 'next steps' the use of the term 'future work' would enable the teacher to close the loop at a future date when the child shows they are independently using the suggested method.

In your future work, I would like to see . . .'

However, because maths is very topical and the focus of individual lessons can change regularly, future step comments are not always applicable and are not expected to be seen unless appropriate.

3. Useful developmental comments are:
 - a. A reminder prompt - redirecting the child to the learning intention of the task.
Remember, when we multiply by 10, all the digits move one place to the left.
 - b. A question prompt -For example, *Is there a pattern?*
 - c. Modelling the correct way to use the given method or an alternative method to use.
4. Any groups working with other adults in the classroom, will form part of the focussed marking group, ensuring a selection has been taken from across the class.
5. Teacher led groups will be indicated by the use of the symbol **VF**. The teacher might, where appropriate, correct some errors within this piece of work, while giving verbal feedback. Focussed marking will not be expected.

At Wren's Nest Primary School, we strive to give our children the very best education we can and marking forms an integral part of this. As a staff we realise that to do our best for our children, we have to adapt and change our policies. With this in mind, this is a working policy and will be reviewed annually or when necessary.

Miss Price

Revised September 2015