

St Lawrence C of E (Aided) Junior School

Marking and Feedback Policy

Aims:

We mark children's work and offer feedback in order to:

- Show that we value pupils' work, and encourage them to do the same
- Boost self-esteem and aspirations, through use of praise and encouragement
- Gauge their understanding and identify any misconceptions
- Encourage pupils to recognise areas for improvement
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them
- Share expectations
- Provide a basis for both summative and formative assessment which will inform individual tracking of progress and future lesson planning
- Demonstrate consistency of marking and judgements through the school

Marking and Feedback

At St Lawrence we believe that the process of marking and feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

We use a variety of marking and feedback strategies, including verbal and written comments, and we also use self and peer assessment. One of the most effective forms of feedback is the dialogue that takes place between teacher and pupil while the task is being completed. When pupils interact in the marking process they will be more engaged and receptive to correction. Marking and feedback is always in accordance with the learning intention and / or the child's own personal learning target.

The marking system should be constructive and challenging, yet also encouraging. We want our pupils to know what they have done well and what they need to do to improve, as well as promoting risk taking in their work.

In order for marking and feedback to be successful we may:

- Make the success criteria clear to the pupils at the beginning of every lesson
- Write the learning intention in the form of a question e.g. Can I / Do I?
- Give the pupils time to read and respond to any comments made
- Indicate where/how the pupil has been successful
- Comment on only one or two key areas for improvement/next steps at any one time
- Write comments neatly and legibly, and in a **contrasting colour**
- Mark work before the next lesson in that subject, although this may not always be possible for longer pieces of work

The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. Consideration is given to what a particular pupil is capable of, what the next learning stages involve, and what should now have priority.

Marking Code

(These marks will be made next to learning intention, which is written as a question, and should be indicated for every lesson.)

- ✓ achieved the learning intention
- ✓✓ achieved the learning intention really well
- ? found it difficult to achieve the learning intention and will need to keep working on this

Other marks may include:

- NS next steps
- VF verbal feedback given
- I work has been achieved independently
- S support has been provided
- // new paragraph
- X incorrect
- sp word underlined has a spelling mistake
- ^ word or punctuation omission
- c needs changing
- +/- indicates where handwriting has improved or declined

General errors (e.g. grammatical/doesn't make sense) may be indicated by circling the section or underlining

Both teachers and pupils may use **green** and **pink** highlighters when assessing the learning.

Green = highlights where improvements could be made

Pink = highlights what they like best about the work

Presentation

Date and Learning Intention

- All work must have a date and a learning intention
- The date should be written on the right hand side of the top line. A line should then be missed under the date and the learning intention written on the line below.
- English, RE and Topic Books must use the long date (e.g. Wednesday 21st September 2016)
- All other books may use the short date (e.g. 21.9.16)
- Pupils will underline the date and learning intention neatly with a single ruled line
- All pupils should leave a line underneath the learning intention before starting their work

Completion of written work

- Underline the last piece of work
- Pupils should begin the next piece of work beneath the last one
- Where a child uses a pencil, mistakes can be rubbed out. When a pen is used then one single hand drawn line should be put through it
- No writing or marks of any kind should be on the covers of exercise books

Completion of work in Maths

- Pupils will be encouraged to put individual digits into separate squares
- Pupils will use rulers for drawing all lines, including margins

Use of pens and pencils

- All pupils will write in pencil initially. It is the teacher's decision to introduce the use of pens when pupils are able to form all letters consistently and join on all occasions (see Handwriting Policy)
- When writing in pen, pupils will use blue ink. Fountain pens and biros are allowed, as long as the child continues to write neatly with their pen of choice.
- Pupils will use pencils in their Maths books

Reviewed : September 2019

Next review date : September 2022