



Aiming for Excellence!

“Use the gifts God has given you!” 1 Peter 4:10

School Policy

For

Marking

Amended

September 2013		
Dec 2014	Needs reviewing in Sept '15	For new curric

Approved: _____

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Wantage Church of England Primary School

Checking, Marking and Feedback Policy

Rationale:

Here at Wantage C of E Primary, marking is both diagnostic and developmental. Teachers use the process of checking and marking children's learning outcomes to inform their teaching AND to give children feedback, which is informing them about their learning and the next steps they need to take.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Make accurate and productive use of assessment

AIMS

The feedback we give to children about their learning is crucial as this will enable them to progress. We check and mark children's work and give feedback in order to:

- Show that we value their work and to encourage them to do the same;
- Give a clear picture of what they have done well
- Offer specific information on how work could be improved
- Offer chances for children to correct and improve their work
- Reward effort and resilience
- Gauge understanding and identify any misconceptions;
- Provide a basis for both summative and formative assessment;
- Provide ongoing assessment that informs our future planning

Marking and Checking in Practice

We use a common colour coding system for all forms of checking, marking and feedback across the school. GREEN for GROWTH and TICKLED PINK. This colour coding system ties into the school assessment procedures and provides a common language for all staff, children and parents. It is introduced to the children in Year 1 and used throughout the school. Teachers teach the children the meaning of each colour as appropriate to their age/ability.

MARKING:

An example might be:

'As I walked through the hall, the darkness settled in. I wanted to see what the glimring light was ahead and so I edged forward. **What could it be.'**

- ✓ Starting a sentence with a connective helped build up the tension
- ❖ Can you think what type of punctuation should be at the end of the sentence?

Teachers may just use the marking at the bottom and usually have two TICKLED PINK comments to one GROWTH adopting the earlier 'two ticks and a wish' marking scheme we used earlier. Pupils are encouraged to self-mark and joint mark with peers so that they can assess their own progress and set future targets.

Where TICKLED PINK and GREEN for GROWTH is not appropriate, teachers will **check** through the child's WALT or make a constructive comment at the bottom of the work.

Checking, Marking and Feedback

At Wantage CE Primary School we use these terms as follows:

Checking

The process by which the teacher monitors and evaluates the learning of the pupils. This should be ongoing through all lessons and will include;

- Targeted questioning and listening to responses
- Observation of children learning
- Listening to children engaged in their work
- Reading through and talking about children's work with them during the lesson
- Bringing groups (or the class) together for mini-plenaries/further questioning during the lesson

Checking is a vital aspect of all teaching. It provides immediate and ongoing feedback to the teacher about the learning, enabling them to respond instantly and adapt teaching accordingly.

Marking

The process by which the teacher monitors and evaluates written outcomes of the pupils. This can be completed with the child or 'at distance' e.g. marking books after the lesson/school day.

The difference between marking and checking is that marking provides the teacher's acknowledgement of the child's 'work' AND written feedback to the child to support their learning and progress.

Like checking, marking provides the teacher with vital assessment information which they should use to inform planning. However, it also provides a means to communicate with the child about their achievement; both in terms of the learning intention and in terms of their application of basic skills.

Feedback

This is the communication from the teacher to the child about their learning and the standard of their work. It can be verbal or written. It is most effective when feedback comments are focused on the learning objective, standards and personal targets and 'next steps' are clearly identified so that the child knows how to improve their learning/understanding (or how they will be supported so their learning/understanding will be improved). Effective feedback is given as soon as possible after the work has been checked or marked. If feedback is written, it is vital that children are given the opportunity to read the comments and take action as appropriate.

Verbal Feedback

Often the most effective marking is completed with the children, providing immediate feedback and next steps for learning. If feedback is given verbally the teacher/teaching assistant may note this by putting a T or TA next to the WALT.

Targets and Next Steps:

At Wantage CE Primary School we use these terms as follows:

Targets

These are long term goals set for the children to achieve. We currently set individual and/or group targets for children based on our assessment of their knowledge, skills or understanding in Writing and Maths. Targets are shared and agreed with children from the Autumn Term of Year 2 onwards and at the beginning of each new term. All targets are taken from APP sheets and focus on gaps in their learning.

Marking and Feedback in Practice:

Every child's Maths and English work should be checked and acknowledged daily and all other subjects weekly. Daily marking provides immediate feedback about the work enabling the teachers to record and plan for the children who need further support. Brief comments may be written by the teacher at this level as necessary, however the main purpose is for teachers to use the information gained through checking for planning according to the children's needs. Most feedback will be verbal and given during the follow up work the next day.

PINK and GREEN Marking, which provides more detailed comments and/or next steps, is expected as a minimum at least once a week in English and Maths work and at least once a 'unit' in all other subjects.

Marking Spelling

Spelling errors will be marked across the curriculum. This is done proportionally according to the individual child's age and ability in spelling. The correct spelling is put in the margin across the curriculum. Teachers use the children's errors in spelling to inform their teaching of spelling and to set spelling activities.

The role of other adults:

Marking and feedback is responsibility of the teacher. However, at Wantage CE Primary, School Teaching Assistants are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.

Monitoring and Review

This policy is monitored by the SLT within the processes of school self-evaluation.

Marking and Feedback in EYFS:

Much of pupils work in the EYFS is practical and the marking of work is only a small part of the feedback role of EYFS staff. The majority of feedback is given orally, when, through carefully planned and challenging questioning, children are given the next steps to move their learning forward.

In Nursery feedback is verbal and immediate. When children record any of their work, it is annotated with comments on such things as hand dominance, pencil grip, and whether the children ascribe any meaning to their marks.

In Reception, the teachers focus on giving oral feedback to the children and will also annotate any written work or recording. Comments will focus on how much support children were given, whether they formed letters correctly or were reminded about finger spaces and capital letters, and whether the work was teacher or child-initiated. During the latter part of the year in Reception, teachers will also use Visual marking stamps when appropriate, to remind children about finger spaces, capital letters etc.

Professional discussions between EYFS staff, short and long observations by staff, and children's own comments on their learning are another aspect of the marking in EYFS, and will in turn feed into and inform subsequent planning.

All of the above form part of the process of gathering information for the EYFSP at the end of the Reception year.

Monitoring in EYFS:

The school will ensure that these guidelines are being used consistently throughout the EYFS through moderation of EYFS profiles, book scrutinies and observation of verbal feedback during practical sessions.

Monitoring of Marking

	MUCH EVIDENCE	SOME EVIDENCE	VERY LITTLE EVIDENCE	RELEVANT INFORMATION
The marking is selective and related to Learning Objectives				
Marking makes explicit what pupils have done well/identifies strengths/highlights successes				
Marking provides explicit guidance on how to improve. A closing gap comment has been used and the child has responded, identified in a small improvement				
There are individual targets set for improvement in writing and maths				
There appears to be a steady improvement in work over time				
There is clear evidence of appropriate differentiation				
There is evidence of appropriate subject coverage				
Marking follows school policy				
There is evidence of pupils having a role in marking their own work/peer assessment				
There is a visual marking system for younger pupils – e.g. padagogs stamps				
Comments are recorded neatly/ clearly				
Comments note the level of effort from the child				
Comments on presentation features such as handwriting				

Summary