

Every piece of work a pupil produces will be marked/assessed either by an adult (teacher/LSA) or a child (through peer or self-assessment).

In most cases, a pupil will comment on their own learning (self-assessment) or give feedback to another child (peer assessment), highlighting what they did well and what they could improve upon in relation to the learning objective. Children record their comments in green pen.

Where self or peer assessment has taken place, teachers will go back and check a pupil's level understanding and it may be necessary for the teacher to add comments, highlight misconceptions or correct mistakes – VERY IMPORTANT!

Quality teacher marking will take place at least once per week for all pupils in Literacy and Maths books (at least one in every three pieces of work for Science and Topic Books) with NSLs that pupils should be able to respond to, either in relation to the current piece of work or a follow up task

## 1. Rationale

***To ensure all children throughout the school have their work marked in such a way that it encourages a higher standard of achievement, develops their self-confidence and raises their self-esteem.***

***Marking and feedback is an essential part of the teaching and learning process.***

**Marking-** is the annotating of a piece of written work, using words, symbols and grades. It is usually in written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but “in depth feedback” is given when appropriate. Less detailed marking is often supported by oral feedback.

**Feedback** – may consist of a dialogue between teacher and child, a group, or a class, and will provide pupils with information about how they performed in relation to the learning objective(s), and the next steps necessary to improve work.

## 2. Purpose

**Effectively marking and feedback will:**

- help children become better learners by giving a clear picture of what they have done, and what they need to develop;
- give recognition and praise for achievement;
- provide suggestions for the next learning task;
- enable the parents to understand their child's strength and weaknesses;
- identify targets for individuals or groups of children;
- ensure regular dialogue between teacher and child;
- suggest individual strategies for improvement
- enable a child to identify their strengths and rectify their own areas of weakness

### 3. General Principles

- It is the aim that all English, writing or mathematics work will be marked no later than the beginning of the next taught lesson. See examples attached of acceptable diagnostic feedback.
- The marking will be diagnostic highlighting the “next steps in learning”(NSL)
- Work is marked against learning objectives, success criteria and individual targets
- Work that shows progress can be highlighted in green with areas for development highlighted in pink
- Children self-assess their work by underlining the SC they have met in Green and the ones that have not been met in Red.
- All subject areas will be marked to praise process and identify next steps in learning.
- Reflection time will be given to children on receiving back marked work. This should be at the start of each taught lesson and should be an activity built into lesson plans. –
- All marking will be completed in blue pen following the school criteria and symbols(See below)
- Children should be trained to peer assess using the same model as teacher marking.
- Until children are confident peer marking, teachers should mark diagnostically at least twice a week.
- Teachers should aim to train children to peer mark diagnostically against Success Criteria. (See examples or peer marking.)

### 4. Effective Marking in the Classroom

#### ***Marking is effective when:***

- it is managed effectively;
- it relates to the learning objective which is shared with the child in a lesson and the criteria for success is understood;
- teachers focus on certain objective related aspects of the work, not attempting to assess everything, and provide constructive criticism. This includes focus on related targets for individual children and groups:
- effort is recognised as well as quality;
- it is given promptly and regularly to children;
- the language used is consistent, unambiguous and appropriate to the child’s maturity;

- children understand their achievements and know exactly what they must do next to make progress. Specific strategies for improvement are given
- there is a consistent approach throughout the school
- symbols are used (particularly for younger children who may not be able to read written comments) and understood by both teachers and children
- when sufficient time is given to children to respond to written comments and to make improvements from the prompts that the teacher provides;

## 5. Effective Feedback in the Classroom

### ***Feedback is effective when:***

- expectations are shared with the whole class so they know what they have to achieve. Therefore feedback is measured against learning objectives;
- examples of expected outcomes and models of good work are shown to children to show levels expected;
- feedback is given during the learning process to guide learning;
- children are involved in reflective dialogue and discussion (This will also involve peer and self-evaluation)

*Children will be taught how to evaluate and analyse their work to help focus on what they have achieved during the lesson.*

### ***Feedback to a group of children is effective when:***

- there is differentiated learning objectives linked to shared targets i.e. Where there are ability groups, the teacher will have expectations of group outcomes and different success criteria will be applied.
- the group is aware of the steps needed to improve their work
- children are involved in peer assessment
- there is an understanding that some common rules apply to every piece of work, e.g. presentation, joined script and appropriate to genre.

### ***Feedback to an individual is effective when:***

- verbal and written language is understood
- specific feedback about work is provided
- advice is given how to improve
- strategies provide support for further progress
- children conduct self-assessment

## 6. Specific Expectations on Marking

Every piece of work a pupil produces will be marked/assessed either by an adult (teacher/LSA) or a child (through peer or self-assessment).

In most cases, a pupil will comment on their own learning (self-assessment) or give feedback to another child (peer assessment), highlighting what they did well and what they could improve upon in relation to the Learning objective

***Where self or peer assessment has taken place, teachers will go back and check a pupil's level understanding and it may be necessary for the teacher to add comments, highlight misconceptions or correct mistakes.***

Quality teacher marking will take place at least twice per week for all pupils in Literacy, Reading and Maths books (at least one in every three pieces of work for Science, Topic, RE and PHSCE). This can be reduced to once per week when the quality of peer assessment offers feedback against the success criteria in a diagnostic way and peers are able to link next steps to targets.

Through **quality marking**, a teacher will:

- use a green marker pen to highlight examples of what they have done well
- use a pink marker pen to highlight misconceptions or areas for development in pupil's work.
- include at least one positive comment highlighting strengths or something the pupil did well
- include at least one developmental comment explaining/demonstrating what the pupil could have done better (if they have made mistakes or not confidently achieved LI/SC)
- include at least one question (linked to an NSL) to extend or reinforce an aspect of the pupil's learning with an expectation that they will be given an opportunity to respond to the feedback.
- use appropriate symbols to highlight mistakes with an expectation that pupils will be given the opportunity to correct them

## Symbol checklist

P = Punctuation mistake

S = Spelling ~ = underline misspelt word\*

✓ = correct

● or ? = check (maths only \*)

**Teachers should avoid using 'x' when answers are incorrect and should indicate for a child to check their answer using the sign detailed above.**

NSL= next step learning related to target or thumbs up

\*Maths: Where a child gets an answer wrong the teacher will mark with a clear dot or question mark and underline with orange highlighter so the child can go back and have another go. When correct it will be ticked and underlined with green highlighter.

<b>Date:</b>	<b>LO:</b>	
Success Criteria:		✓
<b>I can...</b>		
<b>Marker:</b> Teacher / TA / Self / Peer		<b>Adult (If not class teacher):</b>

## Quality Marking in Literacy – the process

- Use a green marker pen to highlight Success Criteria (on the Header) which have been met and examples of this in pupil’s work.
- Use a pink marker pen to highlight misconceptions or areas for development in pupil’s work.
- Write at least one positive comment highlighting strengths or something the pupil did particularly well.
- Write at least one developmental comment (as an NSL) explaining/demonstrating what the pupil could have done better (e.g. to improve this piece of writing you could ....The end of your poem would have been even better if....)
- As part of the NSL, provide a follow up question, instruction or task for pupils to respond to when they get their books back
- Use appropriate symbols to highlight basic punctuation and spelling mistakes (see below) with an expectation that pupils will be given the opportunity to correct them

## Quality marking in Literacy – Guidance with NSLs

Try to include as much information as possible about how the pupil could improve their writing and be clear about what you want them to respond to

*Examples of feedback which would not be particularly useful:*

NSL: Your ending was too short. Write it again.

NSL: Can you include more adjectives?

NSL: Write another sentence using the connective ‘because’

*Examples of feedback which would be more effective in developing a pupil’s learning and their writing skills*

NSL: The ending of your story seemed very rushed and it wasn’t clear what happened to the two main characters. The ending would have been better if ‘John’ and ‘Sarah’ had talked about their fears and what they were going to do. Rewrite the last paragraph again and include some dialogue between John and Sarah about what they wanted to do before they disappeared.

NSL: To improve this piece of work, more adjectives could have been used to describe the animals, particularly about their size and shape. Go back and use an adjective to describe each animal I have underlined. I’ve done the first one for you.

NSL: You have used the word ‘Then’ a lot in your writing to start sentences and it is quite repetitive. Can you use other time connectives instead to make your writing more interesting? Use the Learning wall to help you.

## Quality Marking in Maths – the process

1. Use ticks ✓ to indicate where a child has given the correct answer.
2. Use a question mark (?) when a child has given an incorrect answer and use a pink marker pen to highlight any particular misconceptions or mistakes that you want a child to refer to.
3. If a child has made a number of mistakes, a developmental comment should be written, highlighting the misconceptions and, where appropriate, examples of accurate and correct ways of working. The NSL, in this case, should be a question or instruction for the pupil to go back and attempt to correct their mistakes.
4. If a child has answered all questions correctly and shown a very good understanding of the learning objective, then the teacher comment should acknowledge this (e.g. well done. You are very confident at ...). In this case, where there is secure understanding, the NSL should extend their learning in some way or encourage the pupil to reason and apply their understanding to a new situation (e.g. Now see if you can apply your understanding to TUXTU and answer these questions...What would happen if you changed the numbers around... Try changing these to a fraction. What do you notice?)