

Flushing C of E Primary School **Whole School Marking and Feedback**

Marking provides feedback for the pupil about his/her work. This feedback may take a number of forms - oral or written, formal or informal. Marking may be done on a group basis or an individual one. Marking consequently contributes positively to the child's learning providing the child with information about present achievement and future learning.

The implementation of this policy is the responsibility of all staff involved in the marking of work at this school.

Principles of Marking

We agree upon the following principles in our marking:

- marking is characterised by its fairness and consistency - individually and collectively.
- the criteria for marking is established before the work begins (we share the learning objectives with the pupils).
- marking is positive and constructive including when appropriate, target setting.
- whenever possible, marking involves the child.
- marking needs to be selective both in terms of what needs to be highlighted for individuals/what is appropriate to them, and it is marked in light of the set learning objectives.
- marking and the feedback that results from it should be undertaken as soon as is possible after the work is completed.

Why we mark work

- to benefit pupils, teachers and parents by checking in a diagnostic way, whether concepts have been understood and then to provide appropriate support for future development.
- to focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated.
- to encourage, to praise and to provide motivation.
- to provide the opportunity to respond to the context of a child's work.
- to provide evidence of attainment as marking will be set against criteria which taken from the national curriculum programmes of study.
- to inform future teaching and learning outcomes.

For whom we mark

- individual pupils
- class teachers
- future teachers
- parents
- outside agencies involved in the education of specific pupils.

The following people will mark pupils work in our school

- the class teacher
- the pupil her/himself when appropriate
- other teachers e.g. subject teachers
- supply teachers
- teaching assistants
- peers (only when it is appropriate to do so at the discretion of the teacher)

N.B When marking is done by another body other than the class/subject teacher, the responsibility remains for the class/subject teacher to check and approve that feedback.

How we mark

We acknowledge that it needs to be a consistent approach whilst at the same time allowing for individual teacher's discretion and knowledge of the children which he/she teaches.

Marking methods and expectations:

General

Marking will be in two colours.

GREEN = Growth. Comments/corrections/extension that progresses the child's work/learning.

PURPLE = Positive. Comments that praise or highlight what is correct.

Marking should be underpinned by the concept that it leads to work being better now or the next time.

Writing:

- the child's writing will be in pencil in the early years. Later the child is provided with a blue pen (usually when they have developed a reasonably neat, cursive style by the end of year 3).
- the teacher will mark/write in a contrasting colour.
- dates will be written on the right hand side of the page (infants will work towards this).
- titles will go centre page on the next line.
- both the date and the title will be underlined in the tool with which the child writes and using a ruler, or in pencil if the child finds this difficult.
- Sp is to be the code for a spelling error. Highlight words that you would expect the child to spell correctly. Depending upon the number of words and ability/age of the child, there needs to be a balance between teacher correction and child self correction. Pupils are expected to make use of word books/banks and dictionaries and first go spelling on a wipeboard to improve first/second draft writing.
- written errors are to be rubbed out if in pencil. Pen errors are to be bracketed with a cross inside the bracket.
- teacher comments/ targets are generally to be written at the end of the piece of work but may sometimes be more appropriate in the margin.
- comments made by teaching staff will be positive and will provide feedback for future learning.

Mathematics:

All guidelines from writing which can apply to mathematics will do so.

The following will also apply:

- incorrect answers are to be clearly marked with a X (cross) with teachers making it clear what they expect from the individual child in the way of corrections if required, but if the errors continue, the marking will stop and comments will be provided from the teacher to enable the child to revisit the objective.
- the maths date will be written on the right hand side of the work.
- the title is to be written underneath. Titles should ideally reflect the learning objective.
- a ruler should always be used for underlining and straight lines.