

# COATES WAY SCHOOL



## **Marking and Feedback Policy**

**September 2018**

# COATES WAY SCHOOL

## Rationale

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self esteem and provide opportunities for self assessment. As a result of this policy there will be greater consistency in the way that children's work is marked across the Key Stages.

In addition to teachers writing in books, wherever possible verbal feedback will be given to children either as a whole class, in small groups or on an individual basis. Verbal feedback is very effective as it can be personalised to the learning that has taken place and provide children with the opportunity to address possible misconceptions in a supportive and encouraging manner.

## Marking Aims

### Marking should fulfil the following:

- recognise those areas of school work that are good and to improve upon them
- be a means of giving encouragement towards producing work at an acceptable, yet challenging level
- indicate to children what happens next and what improvements can be made to ensure progression
- check for standards, individually, and within the class
- determine whether a child can work within set time limits or targets
- measure the schools progress against national standards
- play a part in assessment procedures and inform future planning
- check that the children are challenged and working at the appropriate ability.

To ensure that marking is consistently carried out across the school, it is important that as a school we follow the same procedures.

- Each child's book will be marked in depth once a week and a light touch will be applied for the remaining lessons alongside verbal feedback. Every two weeks or at the end of a unit of work, books will be marked in detail to ascertain a child's understanding of the learning that has previously taken place.
- Pupils are given time to read and respond to comments where appropriate.
- Marking should be positive (enabling the pupil to improve)
- If a teacher other than the class teacher marks the work, they should initial their comments

The schools marking system is listed below

## Marking Symbols

### In Key Stage 2:

√ = Correct answer

X = Incorrect answer

// = New paragraph

**P** = Presentation. This refers to the standard of presentation of the work.

**I** = The child has completed this work independently.



- Punctuation error – the mistake is circled and an example may be given.

/ - Pupil has not understood or has struggled with the work and learning objectives or skill taught.

∟ - Pupil has mostly understood the work and learning objectives or skill taught.

△ - Pupil has fully understood the work and learning objectives or skill taught

→ - Progression sign. What the pupil needs to do next time to help them meet their target.

### **In Key Stage 1:**

/ - Pupil has not understood or has struggled with the work and learning objectives or skill taught.

∟ - Pupil has mostly understood the work and learning objectives or skill taught.

△ - Pupil has fully understood the work and learning objectives or skill taught.

→ - Progression sign. What the pupil needs to do next time to help them meet their target.

### **Comments and Verbal Feedback**

Verbal Feedback – Comments fed back verbally during the lesson. When the teacher has supported a child during the lesson, and given verbal feedback, a stamped mark will be recorded in the child's book rather than written comments. Similarly, teaching assistants may also provide verbal feedback, and this will be recorded in the same way.

Teaching assistants will use 'post it' notes to record observations when working with individual or groups of children and these will be stuck in the book next to the work.

Marking pen colour will be different to the one used by the children.

**If a child makes too many mistakes, then the teacher will stop marking and will give verbal feedback and a further example.**

Where writing cannot be deciphered, the class teacher or teaching assistant will annotate above the child's writing for assessment purposes.

When core subjects are marked, a comment will be made where appropriate. This may be linked to the learning objective of the lesson, it should guide the children towards improvement or may form a target. Verbal feedback will be recorded in the child's book where appropriate.

### **KS1 Corrections**

These will be addressed in the next steps.

### **KS2 Corrections**

So that the pupils are not de-motivated, an appropriate number of corrections will be completed for each piece of work.

### **Spelling Corrections**

When words are spelt incorrectly, the teacher will underline the mis-spelt word and record this at the end of the work. The word is then corrected. Personal Target Words are given to pupils where appropriate and are taken from errors made in their work across all curriculum subjects. Target Words supplement spelling work linked to the New Primary Curriculum 2014.

Where writing cannot be deciphered, the class teacher or teaching assistant will annotate above the child's writing for assessment purposes.

### **Pupils marking their own work/Peer assessment**

Sometimes it is appropriate or preferable for children to mark their own or others' work against the success criteria. When this occurs the class teacher should acknowledge that they have checked the work with a tick or comment.

### **Marking of Foundation Subjects**

This will be linked closely to the objectives taught in these subjects. Comments may be written after individual pieces of work, but may also be made at the end of a topic.

### **Other members of staff or Supply Teachers**

Where someone other than the class teacher marks pupils work, then that person should initial their ticks and comments.

### **Rewards for achievement/progress**

Where a child has achieved significantly or made progress then house points or stickers may be given as a reward. The child may also be sent to the Head teacher to discuss their work and the Head teacher may give a sticker or write a comment.

If a house point is given this should be noted at the end of the work (HP).

If a child is asked to correct, check, change or reorganise any aspect of their work then teachers must ensure that this is done and that the outcome is satisfactory to both.

Where marking cannot be done in the conventional way, teachers should create opportunities for evaluation to take place through performance, displays, photo or sharing time.

Throughout the school children should be given guidance and opportunity to evaluate their own achievements and understanding and their peers.

## **MONITORING AND EVALUATION**

The Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

This policy has been written and agreed by the teaching staff to ensure that the work of the pupils at Coates Way School is marked fairly and consistently.

**Review date: September 2019**