

Hipsburn Primary School

Marking and Feedback Guidelines

May 2020



Hipsburn Mission Statement

“The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual.”

Aim:

- To contribute to pupil achievement, self-confidence, pride and ownership of their work;
- To have consistent and manageable practices;
- To use marking and feedback to inform assessment;
- To encourage appropriate opportunities for both self and peer assessment;
- To provide frequent feedback of a consistently high quality.

The key purpose of marking and feedback is to support the child in their learning journey.

Marking and feedback should:

- Recognise, encourage and reward the child's effort and achievement, and celebrate success;
- Be directly linked to the learning objective/success criteria;
- Be meaningful to the individual child;
- Give clear indicators of the next steps in their learning;
- Be part of an ongoing dialogue with staff and the child;
- Encourage the child to reflect on their learning;
- Inform assessment and future planning.

In order to encourage and develop a child's confidence, teachers will avoid marking every single mistake. It is better to pick out the most relevant mistake for the particular child so that this may be used for future reference. **Marking should be sensitive to the needs of the child.**

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children. Marking should encourage children; therefore the teacher response is very important. There is a need to value what has been achieved in relation to what was demanded of pupils. Marking should help pupils avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the pupil. The marking of pupils' work should help future planning and should become the main vehicle for communicating assessment to the pupils.

Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct. **High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the child's age and literacy development.**

Early Years Foundation Stage

Reception children will be developing towards the ELG and school readiness. They will use a basic form of the feedback where appropriate.

- Work should be marked using pink and green pens
- If a child has met the learning objective then the learning objective should be highlighted green and evidence may be indicated in green.
- When a child has not met the learning objective a positive aspect of their work should be noted using a star and that aspect of the work should be highlighted in green.
- A wish should be used to extend learning. This may be in the form of asking the child to improve an aspect of their work or a challenge
- If an aspect of a child's work needs to be identified for improvement a pink highlighter may be used e.g. letter formation could be highlighted in pink.
- Children should be given time to reflect on their work and respond to the given feedback. In written tasks this may be when they visit their next piece of writing.
- Children should use a blue pen / pencil to respond to feedback and improve their work.
- Responses to feedback should be checked. Responses can be ticked to indicate success.

KS1 and KS2

- Work should be marked using pink and green pens.
- If a child has met the learning objective then the learning objective may be highlighted green and evidence should be highlighted throughout the piece of work e.g. I can write a description using adjectives. If this learning objective is highlighted green then some examples of adjectives from the child's work may be highlighted green.

- When a child has not met the learning objective a positive aspect of their work can be noted using a star and that aspect of the work should be highlighted in green.
- Up to three incorrect spellings may be indicated in work for children to correct
- A next step should be used to extend learning where appropriate. This may be in the form of asking the child to improve an aspect of their work or a challenge.
- If an aspect of a child's work needs to be identified for improvement a pink pen may be used to identify this e.g. adjectives that need to be improved could be highlighted in pink.
- Children should regularly be given time to respond and react to the given feedback.
- Children can use a blue pen to respond to feedback and improve their work. Children will use a blue pen / pencil when working and marking in paired work.
- Responses to feedback should be checked. Responses should be ticked to indicate success.

Marking codes can be used to indicate support in a lesson:

VF - verbal feedback

T - worked with teacher

TA - worked with a member of support staff

I - independent work with no support (when appropriate and decided by the class teacher)

1:1 - supported work on 1:1 basis

If a supply teacher marks the work they should write their initials at the top of the piece of work that they have marked.

RWI – When work has clearly been modelled by the teacher.

Mistakes worth noting may be identified by using:

- // New paragraph
- O Highlight punctuation error
- ^ Missing words / letters
- √ Tick correct answers
- Incorrect answers
- ___ Indicates spelling errors

CL Capital letter

This policy was discussed and agreed with teaching staff in May 2020