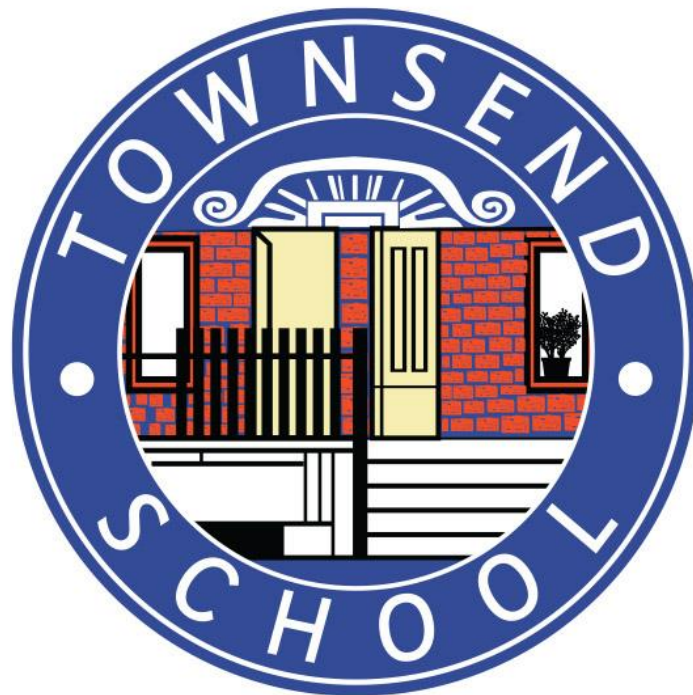


TOWNSEND PRIMARY SCHOOL
Agreed Whole School Policy

Marking and Feedback Policy



STATUS: DRAFT AGREED

Date Drafted: April 2015
Last Revision: September 2017
Review Date: September 2019
Cycle: 2 Years
Agreed by Governing Body (Curr. s/c)

Filename: Effective Marking Policy

Signed Name Date

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide relevant, timely and constructive feedback to children, focusing on success and improvement and needs against their learning journey. This shows children that we value their work and enables children to become reflective learners. It helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and easily understood by pupils;
- relate to the learning journey;
- involve all appropriate adults working with the pupils in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking/ feedback;
- inform future planning and target setting;
- use consistent marking codes across the school;
- be at the child's level of comprehension
- be written in handwriting that is legible and a model for the child
- ultimately be seen by children as a positive approach to improving their learning.

How do we mark children's work?

The staff at Townsend Primary School ensure that every lesson is marked using the school's marking codes. All marking indicates whether a child has met the learning journey by using symbols and shows the level of dependency (group, individual etc)

as a minimum. These are recorded on the child's Learning Journey sticker in their book. The marking codes are accessible to all pupils in the learning environment.

A success criterion is always displayed on the board for Mathematics and English and is not recorded in the children's books.

Please refer to Appendix 1 for an example of the Learning Journey sticker and Appendix 2 for marking codes.

All marking is completed in a green pen and is written in clear and legible handwriting.

What types of marking are used?

Townsend Primary School makes use of three forms of marking/feedback:

1. 'Over the Shoulder' marking

Adults working within a class may mark work whilst working with groups or individuals. This serves the purpose of immediately addressing misconceptions, consolidating learning or extending learning by providing children with their next steps.

2. Acknowledgement marking

Adults mark children's work acknowledging and recognising attainment/progress through the use of marking codes. This is also used to acknowledge children's success and completion of work.

3. Focus marking in English and Mathematics (Use blue stickers with prompts)

Focus marking is always completed before the next lesson. It is used to:

- address misconceptions OR
- consolidate learning OR
- extend learning by providing children with next steps.

A child's book should show evidence of all three of the above and not rely heavily on a particular one.

Addressing misconceptions

When focus marking to address a misconception, teachers record three things:

1. teachers write down a success in the child's work (You were able to...)
2. teachers explain the misconception (Remember that when you.... Here is an example...)
3. teachers then provide a further example/s for the child to attempt. (Try the one below..)

Consolidating learning

When focus marking to consolidate learning, teachers record three things:

1. teachers write down a success in the child's work (You were able to...)
2. teachers explain what the individual child needs to continue to practise (We need to continue to...)
3. teachers then provide a further example/s for the child to attempt. (Here is an example.... Try the one below...)

Extending learning

When focus marking to extend learning, teachers record three things:

1. teachers write down a success in the child's work (You were able to)

2. teachers explain what the child's next step is (We will now work on.....)
3. teachers then provide a question for the child to attempt. (Try the one below)

Focus Marking in Re, Science, History and Geography

Focus marking is always completed before the next lesson.

When teachers are focus marking in these subjects they are required to ask a question to deepen thinking or extend learning. Teachers are not required to use the format above for focus marking.

The table below illustrates the frequency in which different subjects are focus marked:

Subject	Frequency		Additional Requirement
	Weekly	Topic	
Mathematics	1x		
English	1x		<i>Highlight in yellow works that shows a child has achieved the MLJ</i>
RE		1x	
Science		3x	
History/Geography		1x	

The work in all other subjects including homework is acknowledgement marked and the marking symbols are completed.

In order for the marking to be formative, the information is used and acted on by the children. Time is allocated on class timetables and during subject lessons for children to respond to marking.

Teachers model how children should respond to focus marking at the beginning of each year so that children are clear about what is expected of them when they respond.

Children respond to any marking using a purple pen.

How do children evaluate their own learning?

At the end of every lesson, children are asked to show whether they feel they have met the learning journey, partially met it or not met it. They do this using the appropriate symbols and record this on the learning journey sticker in their books.

What other styles of marking do teacher's use? *(This will be started in the Spring term).*

Self marking

Children are sometimes encouraged to mark their own work with guidance from the teacher.

Peer Marking

Children sometimes consider or assess work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the marking in action.
2. Ground rules should be decided as a class and adhered to.
3. The children need to have a clear understanding of the Learning Journey for the lesson.
4. Children could point out three ways that the learning journey has been achieved and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
5. Encourage a dialogue between the children rather than one child being the 'teacher'.

How are spelling, punctuation and grammar marked?

Teachers will comment on spelling, punctuation and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is a spelling that all pupils should know;
- if it is something related to the child's target.

How will this policy be monitored and evaluated?








The Leadership Team will use monitoring information; feedback from staff and pupils to update the school's Marking Policy. We will review this policy in two years, or earlier if necessary.

My Learning Journey sticker (MLJ) Appendix 1

Date:	Teacher symbol:
MLJ:	Dependency:
	Child symbol:

Please use the sticker template and ensure that all stickers are typed using Sassoon Primary Infant font.

Marking Codes – Appendix 2

Dependency	T	Teacher supported/guided group
	TA	Teaching Assistant support
	I	Independent work
	S	Supply teacher
	PW	Partner work
	GW	Group work
Other symbols		This work is correct (green pen)
		This work is incorrect (green pen)
		Punctuation missing (circle place where punctuation should be)
		Incorrect spelling
	SV?	Subject and verb not included in the sentence.
Teacher symbol ad child symbol		Full triangle means work was fully achieved MLJ
		Nearly achieved MLJ
		Difficulties achieving MLJ