

Ilam C of E (VA) Primary



Quality Marking and Feedback Policy

Ilam CE Primary Quality Feedback and Marking Policy 2021

At Ilam CE Primary School we believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clearer to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work

Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that:
 - their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
 - their achievements are recognised thus giving encouragement and building confidence
 - to show that work is valued and to praise
 - to ensure set tasks have been carried out

Effective marking should:

- Provide clear feedback to children about the strengths and weaknesses of their work and ensure marking relates to the Learning Objective set.
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive and improve.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Help parents/carers understand strengths and weaknesses in their children's work.

Feedback

- Marking is only of value if comments are read and responded to.
- Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Marking and Feedback in English and Topic books

English and class books are not portfolios of the children's writing; they should show examples of shared writing, guided writing and independent pieces - some of which have been reviewed and improved. There must be evidence of a range of writing that includes both fiction and non-fiction forms. The main text types include:

recount (newspaper report);
procedure or instruction;
narrative (story, diary, myths, plays, biography);
non-chronological report;
explanation;
discussion;
persuasion;
poetry.

All comments should be written in green pen.

A tick by the LO to indicate that the objective has been met.

Where a response is required by the child it will be prefixed with NS and responded by the child using a "purple polishing pen." This sometimes will be done verbally and not recorded.

English marking

When marking work in the English book, comments need to move the children on. The 'end of milestone' or 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum.

Self and Peer Assessment

This will need to be modelled, show the pupils what good peer marking looks like.

- Give them a particular focus- e.g. highlight all subordinate clauses
- Model reading writing out loud in a pair and how this will help the pupils to self correct their work

When marking English-based work in topic books, marking will be against the objectives for the foundation subject such as history or geography. The English skills for this piece of work will have already been taught. The marking codes will be used to correct any spelling/ grammar/ writing mistakes as appropriate.

Children editing their own work

This should be evident in English books. This process should be carried out in a number of ways such as; in response to teacher comments or marking, as a result of reviewing work against the success criteria or through peer marking. Editing is not to be done for every piece of writing. It is a teacher's judgement as to when this should happen, however it's also important that it is happening.

Marking and Feedback in Mathematics

Teachers are expected to adhere to the school's marking policy when marking books and refer to the presentation policy when guiding children on presenting their work.

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming.

'Live marking' as the lesson progresses is crucial in addressing misconceptions promptly.

Marking guidelines

It is important to distinguish between slips and errors that show a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action

- where one or two pupils are making the mistake, tackling it individually as soon as possible;

- where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class

Evidence

If interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention, efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.

Next steps or targets should only be used where appropriate and not automatically for each piece of marked work.

'Teaching for mastery' materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.

Pupil must be the opportunity to explain 'why' a particular answer is correct.

Rewards

Pupils must be given regular encouragement when they produce pieces of good work. Look through the books- are all children getting merits/stickers/stamps? Have some children not received them at all? Is this the child's fault or was the task appropriate for them?

Marking Code This code is to be used when marking English and cross-curricular work the children complete. A copy of the code should be included in the inside cover of the English and Topic books

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Marking Code	Explanation
	A tick by the LO shows that the LO has been achieved
NS (stamper used for Squirrel class)	Next steps, these need a response in a purple pen.
Sp	Spelling mistake and written out three times
CL/FS (stamper used for Squirrel class)	Capital letter / full stop error
//	New paragraph
Finger stamper used for Squirrel class	Check finger space
H/W	Improve your handwriting and presentation
VF	Verbal Feedback to be given to the child
?	Check tense or sentence makes sense
Pupil Checklist grid	At times, pupils are given a checklist and this is completed by the pupils and the teacher
Self Assessment	Children to RAG rate. KS1 to tick the traffic light which is next to the LO. KS2 to write R, A or G