

## **St George's School, Marking and Feedback Policy**

Children's work is marked so that the child is informed and encouraged. It is a means of giving positive feedback to the child so that they feel proud of what they have achieved and are motivated and informed as to how to improve in the future. Marking is also diagnostic as it can highlight areas of difficulty and thus inform the planning for each child (Assessment for Learning). Marking is a means of moving a child forward and raising standards. It provides an indicator for parents so that they might judge both their child's progress and attitude to work.

### **Expectations and Balance**

Children need encouragement in their work and the marking process is a good setting for this. However, it is also very important that this encouragement is based on actual achievement. Children are often very aware of their own potential and inappropriate praise can devalue the entire process. Just as inappropriate criticism can damage a child's self-perception.

Teachers will need to maintain a balance between recognising and praising genuine effort and being sensitive to lack of effort and insufficient work. When a child's work is not acceptable, this can be reflected back in writing, possibly giving an opportunity for the child to make another attempt. The teacher's knowledge of the child and the situation will affect this judgement. Any negative comments will be phrased in a positive way.

The expectation of marking by the teacher must be realistic and manageable. As a rough guide, marking from a day at school should, on average, be completed in two hours or less per day. It is clear that some marking will take longer, but this must be balanced by days where marking hours are reduced. Teachers should plan their week with the marking load in mind so that reasonable working hours are maintained.

Marking in subjects such as Science and RE will be focussed on the subject content. Theme work marking will be light and motivational.

During marking, teachers may identify groups of children who will work together on extension, reinforcement or support activities in future sessions. They might use a sheet of notes to identify concepts and areas of difficulty to work on with groups or individuals.

### **Involving Children in Marking**

The most effective marking is done in discussion with the child, so that the marking is a clear reflection of that discussion. This is not always possible but teachers should take every opportunity for this to happen.

Working with small groups is often more effective than working with individual children.

Children should be taught to mark their own work when appropriate (possibly more appropriate for KS2) – if there are clear answers to the questions which have been set children may be capable of using answer books and sheets fairly and sensibly and should be encouraged to do so. They should be taught that a wrong answer indicates a need for checking what has gone wrong, rather than simply accepting a mistake has been made. Teachers will regularly check to ensure that the children are using the self-marking scheme properly.

Children should also be taught to help each other in marking work. They can discuss each other's work, giving support and advice on the work. It is important that any joint work is beneficial for all the children involved.

The children can identify successful areas and areas to be improved. Pupils can set each other suitable targets to improve their work. This can greatly benefit all children and especially very able pupils.

It is very important that when marking is completed away from the teaching situation, children should be taught to look at the marking and take note of it. Setting a follow up task or requiring a response can help to ensure this as well as asking suitable questions when returning work. The above is more suited for KS2 and KS 1 teachers should consider the use of oral feedback where possible. All work should be marked/assessed by staff (using Teaching Assistants for tasks such

as spelling and mental maths tests is a good way to reduce workload). More thorough marking of pupils work with comments to develop learning will happen regularly. Children should be given time to make improvements to their work.

### **Tickled Pink/ Green for Growth**

Teachers will on occasions use highlighters/coloured pens to indicate to pupils how they can improve. The staff have agreed to use pink highlighters/markers to show that they pleased with a particular aspect of their work (tickled pink) and green highlighters/markers to show areas that need attention (green for growth).

### **Spelling, Grammar and Punctuation**

Not all errors will be corrected in marking. The focus of marking will be linked to specific Learning Objectives or the Age Related Expectations for SPaG.

Children should be encouraged to review and edit their own work, looking for mistakes to be corrected or small improvements to be made. They should be encouraged to highlight areas which they themselves feel unhappy with.

### **Presentation**

Children should be taught to set out and present their work, in an appropriate format and style for their age, with clarity and neatness.

All staff should have the same high standards for presentation of work in books and for display.

### **Marking Symbols**

Our agreed marking symbols are included at the end of this policy (Appendix 1).

They are designed to give feedback that is helpful and motivating to the child, with a clear emphasis on the Learning Objective for that piece of work.

For some marking, it will be useful to show the level of support a child has received by using agreed symbols. This will help with work scrutiny, moderation and to help inform parents. These will include: T =Teacher, TA = Teaching Assistant, I = Independent, GP = Group Work.

The VF symbol will be used to show that Verbal Feedback was given to the child. This is designed to aid teachers in reducing the amount of unnecessary and unhelpful marking in children's books.

### **Responding to Marking, Editing and Re-drafting (Purple Polishing Pen)**

Children will be given time to consider the feedback they have been given and make changes to work as a result of marking from self, peers or staff. The Purple Polishing Pen will be used to edit work and improve it.

This policy was adopted by the governors on .....24<sup>th</sup> January 2017.....

It will be reviewed every three years.

Date

WALT: set out our books

1. Write the short or long date in the top left corner.
2. Write the WALT on the next line.  
Try to write it in the middle.
3. Underline both with a ruler.
4. Start writing on the next line, beside the margin.
5. Use your best handwriting.

Symbol	Meaning
<b>At the top of the piece of work, by the WALT</b>	
	The WALT has been seen in this piece of work
	The WALT has been partly met
	There is more to do on this WALT
<b>Anywhere in your work</b>	
<b>Sp</b> _____	Spelling mistake (the incorrect part of the word may be underlined). You may be asked to write out spellings 3 times.
<b>C</b>	Case error (Capital letter needed or in the wrong place)
<b>P</b>	Punctuation mistake
<b>/</b>	New Sentence
<b>//</b>	New Paragraph
<b>^</b>	Something is missing here
	Look here, can you find the mistake
<b>At the bottom of the piece of work</b>	
<b>PM</b>	Peer Marked
<b>A</b>	Apparatus used (such as a bead string or counters)
<b>S</b>	Support from the Teacher
<b>TA</b>	Support from the Teaching Assistant
<b>GP</b>	Group work, supported by an adult
<b>I</b>	Independent work
<b>VF</b>	Verbal Feedback given in the lesson
<b>AB</b>	Your own initials to show you have read what the teacher has written.
<b>Improvement marking (teacher, pupil and peer)</b>	
	Tickled Pink – this bit was good, it met the Success Criteria
	Improvement Green – this bit can be improved
<b>NS</b>	Next Steps – You might be asked to answer a question or do a more challenging task
<b>Learning Buttons (at the top of the piece of work by the WALT)</b>	
	I understood this
	I need a little more work on this
	I don't understand this