

Merryhills



Marking and Feedback Policy

Reviewed: September 2017

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Merryhills Schools' policy for marking and feedback

Purpose

This policy sets guidelines for the formal recognition of pupil's work, whether it is given in written or verbal form. It outlines a consistent whole school approach to the process of marking and feedback, which provides pupils with the recognition of their achievements and efforts as well as ensuring pupils are clear on their areas for development.

Application of the policy

This policy applies to all adults employed by the school.

At Merryhills, marking and feedback aims to be:

- a tool to ensure all pupils make progress
- a valued recognition of effort and achievement
- regular and prompt
- clear and supportive
- a mixture of verbal and written feedback
- reflective of the success criteria
- constructive and formative
- informative for future planning
- a guide for pupils' next steps in learning
- focused on one or two areas of consolidation and development
- linked to individual expectations
- age and ability appropriate
- a tool for self and peer assessment
- an opportunity for pupils to reflect and respond

Marking Outlines for Key Stage 1 and Key Stage 2:

Marking is an essential part of the learning process and all pupils are entitled to regular feedback yet naturally, with age taken into account, it may differ slightly across Key Stage 1 and Key Stage 2.

At Merryhills, Teachers are able to use their professional judgment when marking work. There is an expectation that all work will be read through, and it is then up to the Teacher to use the different types of marking (see below) where they see necessary and appropriate. Planning will further inform this decision. Different types of marking may be used at any one time or there may be times that marking is not evident at all.

Reception:

- Regular learning conversations between adults and pupils, including the communication of next steps.
- Work samples annotated by adults to represent the pupils' learning journey/process.
- Observation notes on individual pupils' development alongside early learning goals.

Key stage 1 & Key stage 2:

- Regular learning conversations between adults and pupils to provide feedback.
- Written comments annotating context of learning journey, when necessary, including photos and snapshots of ICT work.
- Time spent with individuals to consolidate and enhance learning.
- Opportunities for oral self and peer assessment.
- A piece of Literacy work to be added to children's Progress books termly with a highlighted Milestones sheet.

Literacy:

123 next step marking

As a guideline it will happen at least once a week.

- The NS will be highlighted in pink
- The 123 next step will be in the form of a question or task and will consolidate learning or move learning forward. The children will aim to achieve this within the next day's learning.
- The relevant 1, 2 or 3 code will be written at the end of the marked piece and at the start of the next piece of work. This next piece of work should show progress, in line with the next step. Teachers may include a word or phrase to help children access the next step.
- The 123 next steps will be displayed on IWB/ working wall for the children to read.
- 123 learning tasks will be part of the lesson, there is no expectation to see the tasks in the books.
- There may be an exception where a personalised written comment needs to be included.
- Teachers will highlight the piece of work with yellow for success and pink to identify the areas for improvement. If the next step is linked to a feature that has been omitted from the work, then pink highlighting may not be evident.

Success Criteria Marking:

- Success criteria to be placed in to books for each new topic. Success Criteria must be highlighted with yellow for successes and one pink highlight to indicate pupils' next step.
- Success criteria will not be used in published piece.
- A personal comment may be needed to be added.

Correctional marking (symbols)

- Teachers will use the symbols, as shown in the table below to mark corrections, in blue or black pen.
- Children will respond, as required, in green pen to make any corrections.

Mathematics:

123 next step marking

- As a guideline it will happen at least once a week.
- The NS will be highlighted in pink.
- The 123 next steps will be in the form of a question or task and will consolidate learning or move learning forward.
- The relevant 1, 2 or 3 next step code will be written at the end of the marked piece. Teachers may include a model if required.
- The 123 next steps may be displayed on IWB or stuck in books for the children to read and respond to in green pen.
- There may be an exception where a personalised written comment needs to be included.

Success Criteria Marking:

- Success criteria to be placed in to books for each new topic. Success Criteria must be highlighted with yellow for successes and a pink highlight to indicate pupils' next step.
- A personal comment may be needed to be added.

Correctional marking (symbols)

- Teachers will use the symbols, as shown in the table below to mark corrections, in blue or black pen.
- Children will respond, as required, in green pen to make any corrections.

Foundation Subjects:

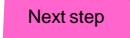
- Foundation subjects will be marked using reflective marking.
- At the end of a lesson, teachers will give children a reflective marking point to discuss in their books. All reflective marking points will be written in green.
- Within the lesson, teachers will move learning forward and encourage children to deepen their thinking.
- Once a topic in Science, teachers will also give a next step comment, to be completed in green pen.

Marking Codes for Spelling and Grammar:

All codes to be written where appropriate for the child, for example next to a specific word, in the margin or by a paragraph.

Sp	incorrect spelling (<i>rewrite spelling at the bottom of the page</i>)
√	Correct answer (Mathematics)
_____	Phrase/sentence doesn't make sense
^	Omission
0	missing or incorrect use of punctuation
//	new paragraph
•	calculation incorrect
C	check mathematics and make corrections
P	Presentation to be improved

Success Criteria:

- Stuck in book to represent each topic.
-  My work is golden! I have met the success criteria.
-  My target! This is an area for me to work on.

Next Steps:

 My response! I will improve my work to show what I can do.

Next steps should be phrased as a question or task, therefore requiring a pupil response

E.g. Could you explain how to work out 63×5 ?

In Literacy, a 123 next step may be 'to include connectives', therefore, in work the following day pupils should be able to meet the next step.

Pupil response: **Green Pen** for mathematics and correctional making in Literacy. For 123 marking in Literacy, pupils will write in pen/pencil the following day.

Self Assessment and Peer Assessment:

This could be in the form of:

- Ticks/highlighting against the success criteria.
- a comment about how successful they have or their learning partner has been in achieving the learning objective.
- a comment about their/partner's next step.
- a code:

Mathematics: Writing:

- | | | |
|--|-----|--|
| <input type="checkbox"/> | > | I need more support with my learning. |
| <input type="checkbox"/> <input type="checkbox"/> | >> | I will be able to understand this with some more practise. |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | >>> | I understand my learning. |

Adult led Guided Work:

Marking during guided work will consist predominantly of verbal feedback.

Any recorded work during guided sessions must include:

- initial of adult
- Guided work (GW) symbol
- nature of support e.g. scribed, scaffolded ideas, oral explanations
- use of resources e.g. cubes used

Title of Work:

The title for work should reflect both the learning objective and the content. 'We are learning to' does not need to be written in books but must be shown on the board. No acronyms to be used (LO/WALT).

E.g. (We are learning to) Use imaginative description: A rainforest setting
Know and use numbers: Rounding
