**WEALD CPS**

**Marking & Feedback Policy**

We believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

**Purpose**

At Weald we believe that the purposes of marking are to:

• inform planning

• provide information for assessment

• encourage, motivate, support and promote positive attitudes

• provide constructive feedback

• recognise achievement, presentation and effort

• show pupils that we value their work

• promote higher standards

• correct errors and clear up misunderstandings

• assist learning

• allow pupils to reflect on their performance and to set next steps for improvement.

**Key Principles:**

At Weald marking should:

• be constructive

• be related to needs, attainment and ability

• be related to specific learning objectives and curricular targets which the pupil should know in advance

• where possible, be accompanied by verbal comments

• follow consistent practice throughout the school

• ensure that pupils know how well they are doing and what they need to improve to make further progress

• provide pupils with opportunities to assess their own work and that of others

**Guidelines for marking**

**Types of marking**

• We all (teachers, pupils and parents) need to understand that there are two types of marking, which we will refer to as hard marking and soft marking. The majority of this policy relates to hard marking, which is marking to identify progress and next steps to learning. There is a place for soft marking at Weald. Marking with a tick or a single comment such as “Good” indicates that a piece of work is correct.

This could be used for:

1. Individual maths calculations

2. Writing a sentence using given criteria in a class lesson, which is then shared around the class

3. Planning a poster about the Water cycle which is now ready for copying up for the wall display. A single word comment such as “Good” tells the pupil that they have successfully completed the task given and there is no follow-up necessary.

A teacher’s initials will be used to show that work has been seen but has not been marked in detail for accuracy/correctness.

**When to mark**

• Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

**What to mark**

• Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child’s personal learning targets.

• Final pieces are not always marked, when marking or feedback has taken place during the writing process.

**How to mark**

• Where marking takes place after the task has been completed, the teacher will make a positive comment celebrating the children’s achievements, and, where appropriate, providing a future target. This may need to be shared orally with the children at the beginning of the next session or piece of work.

• Marking should inform the child of the progress they are making and targets they need to work towards.

• Weald’s agreed drafting code will be used throughout Key Stage 2 and adapted for use in Key Stage 1. (See attached drafting code and specific details for Key Stages)

• Marking should be completed using legible writing.

• All children at Weald write in pencil or blue pen. All marking by teaching

staff will be carried out in green pen. Targets will be written in pink or other bright colour. Marking by pupils should be done in pencil.

**After marking**

• Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it.

Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.

• Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.

• Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.

• Where a large proportion of the class has misunderstood a concept, this should be planned into the teaching session of the next lesson.

• If a pupil makes only a few errors in their Numeracy work, then these errors will be marked with **©** for correction. Children will usually be asked to correct these errors at the start of the next lesson by rewriting the calculation and the answer. If a pupil has made a lot of mistakes then the calculations will not be marked with © and the learning will be revisited in the next lesson.

**Pupil marking**

• Children may, where appropriate, self-mark work, or mark another child’s work. The teacher will review this marking.

• Homework can be marked by the children themselves. In this way the class can discuss and explain the answers.

• Erasers are used with caution. When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces, erasers may be used.

**Teaching Assistants**

TAs should only mark work produced by their group except where TAs have full class responsibility during a teaching session. They should then inform the teacher of the progress and problems from that piece of work. The teacher will normally check the work and add a comment.

Note: ***It is not the role of the TA to complete any other marking for the teacher. If it isn’t important enough for the teacher to mark then it should either be self or peer marked or not marked at all.***

**Conclusion**

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children ‘can do’ and identifying clearly ‘next steps’ for their continued progress and improvement.

**Success Criteria**

We know our policy is working if:

• there is evidence that work is being marked regularly

• marking informs future planning

• pupils acknowledge targets or ‘next steps’ and work towards achieving them

**Monitoring**

We will ensure that these guidelines are being used consistently throughout the school by carrying out Book Scrutiny/Book Look. This will be the responsibility of the Leadership Team when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing Body will monitor the implementation of the policy.

**Reviewing the policy**

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.

**Specific Details on Year Groups**

At Weald, we accept that written marking of work has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school but the details below will guide teachers in specific year groups as to any particular applications for pupils within their area.

**Foundation Stage**

• In Foundation Stage, positive comments are accompanied by a smiley face. Wherever appropriate we provide the child with a simple target.

• On some pieces of work, it is indicated whether the child has completed the work independently or with some assistance.

**I = Independent work**

**S = Supported work**

**T. = Future Target**

**VF = Verbal Feedback**

• Children regularly receive verbal feedback

• Stampers and/or stickers are used as additional rewards

**Key Stage 1**

• In Year 1 and Year 2, when work is marked and discussed with the child present, it will be identified by VF (Verbal Feedback)

• The level of marking will depend on the ability of the child.

• The Weald Drafting Code will be used when a teacher feels that the child will be able to understand the marks made.

• In Years 1 & 2, up to three spelling errors will be identified in a piece of work. Pupils will write out this spelling three times before the start of the next lesson.

**Key Stage 2**

• The Weald Drafting Code is organised progressively. Although the code will be displayed in all Key Stage 2 classrooms, the teacher will only use the symbols that they feel are appropriate to move the learning forward. These symbols will be explained to the pupils before the teacher starts to use them.

• Spelling errors will normally be kept to a maximum of five errors per piece of work.

Reviewed: January 2017

Next review: January 2020

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| Agreed by: Learning & Development Team | | | |
| Chair of  Governors | Wendy  Wallace-  Holman |  | Date |
| Headteacher | David  Pyle |  | Date |

**Appendix 1**

**Weald CPS: Drafting Code**

**I Independent work**

**S Supported work**

**T Future Target**

**VF Verbal Feedback**

**SP Spelling error**

**C Correction**

**Wiggly underline Sense/grammar**

**Stampers and/or stickers are used as additional praise of work**