

OVERVIEW

Research has shown that consistent and effective marking has a significant impact on raising achievement.

It is important to provide constructive feedback to pupils, focusing on success and improvement needs. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified marking procedure. See: Dyslexia Friendly School Handout.

AIMS

In our school our aim is that marking and feedback should:

- Be consistent across the school
- Completed regularly
- Be neat and legible and accessible to our children
- Relate to the learning objective
- Give recognition and praise and clear strategies for improvement within the context of the learning objective
- Respond to individual needs
- Be seen by children as a positive approach to improving their learning
- Be manageable for teachers
- Inform future planning and group target setting

STRATEGIES

In order to achieve our aims in our school we use a range of marking and feedback strategies as appropriate to the different age groups:

Verbal Feedback

Children are given verbal feedback which either corrects a child's understanding or extends their learning. Where verbal feedback has been given work will be annotated with the symbol VF or a "Verbal Feedback Given" stamp.

Summative Marking

Closed tasks or exercises where the answer is either right or wrong are marked with ticks and dots or crosses. Where appropriate, such tasks and exercises may be marked by the children as a class or in a group.

Formative Marking

When formative marking, teachers focus first and foremost on the learning objective of the task. The emphasis being on both success against the learning objective and improvement needs. **Two Stars and a Wish**. Teachers:

- Read the entire piece of work
- Highlight examples of where the child has met the learning objective
- Highlight area of the work which could be improved
- Provide a focused comment which should help the child to "close the gap" between what they have achieved and what they could have achieved

Not all pieces of work will be formative marked. Where work is not given such detailed attention it will still be acknowledged and such acknowledgement will always relate to the learning objective.

Self Marking

Children are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking

Teachers will sometimes use an anonymous piece of work to mark as a class. This enables the teacher to model the marking process and teach particular points at the same time.

Paired Marking

Once the marking process has been modeled with the class children sometimes work in pairs to mark a piece of work. This allows them to develop their own critical capacity.

Literacy Issues

Spellings and English usage will be marked in a way which is appropriate to the needs of the children.

Up to 3 spelling corrections are identified per piece of work. These are chosen according to a child's ability and needs. Spellings and key words are recorded in a child's vocabulary book.

Work in other Subjects

Spellings and English usage will be marked in a way which is appropriate to the needs of the children.

A combination of up to 3 spelling, grammar and punctuation corrections is identified per piece of work. These are chosen according to a child's ability and needs. Spellings and key words are recorded in a child's vocabulary book.

MARKING GUIDELINES/SYMBOLS

Children are encouraged to traffic light the Learning Objective (WALT) at the end of the lesson to show what they think they have achieved prior to the teachers marking the work.

Teachers will mark work in a pen colour different to that in which the children have worked.

In the margin or within the child's work:

Sp	Spelling error
G	Grammatical error
P	Punctuation error
//	New paragraph
U	Underline
Λ	Missing letter or word
?	Something is unclear to the teacher
O	Incorrect letter case
⤵	Join up letters or words e.g. With out

At the end of a piece of work:

DV	Feedback through discussion
SC	Self Check
PC	Peer Check
CC	Class Check
LO ✓ or Objective Achieved stamp	Learning Objective achieved
LO ✗ or Objective Not Achieved stamp	Learning Objective not achieved
LO p/a or Progress Toward Objective stamp	Learning Objective partly achieved
LO m/a or Progress Toward Objective stamp	Learning Objective mostly achieved
T or Well Done! Next Step: stamp	Target
R, Excellent or Super Star stamp	Reward

PARENTS INVOLVEMENT

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to review their children's school books and to support their child in responding to their teacher's feedback.

OUTCOMES

Marking and feedback contribute to every child achieving the progress and attainment they are capable of.

MONITORIN, EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children

Date adopted	Oct 2001	Review Cycle	Annually	Last Reviewed	Sum 12	Version	Sept 12
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