



Silverdale St John's CE Primary School

Marking and Feedback Policy

Inspiring success through learning, community and faith.

I can do all things through Christ who strengthens me – Philippians 4:13

We strive to provide the Christian foundations to enable our children to make good decisions. Our children will be inspired, guided and supported to achieve success, as they are all of infinite worth. Taught through a creative curriculum, our children will become global citizens and will care for all of God's creation.

At Silverdale Primary School, marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Marking is integral to the school's commitment to the principles of Assessment for Learning.

Purpose

The purposes of marking are:

- to assist and develop learning
- to provide information for assessment and to inform future planning
- to encourage, motivate, support and promote positive attitudes
- to promote higher standards
- to correct errors and clear up misunderstandings
- to recognise achievement, presentation and effort
- to provide constructive feedback
- to show pupils that their work is valued
- to allow pupils to reflect on their past performances and to set new targets together with the teacher
- to provide documentary evidence of progress and teacher intervention
- to encourage a staff/pupil dialogue around their work
- to inform report writing for teachers
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Key Principles:

At Silverdale Primary School marking should:

- be constructive
- be related to needs, attainment and ability
- primarily be related to specific learning intentions and curricular targets (which the pupil should know in advance)
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- be clear enough to ensure that pupils know how well they are doing and what they need to improve to make further progress

Marking to Learning Intentions

The key focus of marking should be upon the learning intention first and foremost. However, as the intention will build on previous learning it may be necessary to remind pupils of the expected standards for them as individuals with regard to: spelling; presentation; basic numeracy; etc. This should be done carefully so as not to over-shadow the learning intention itself (see next section).

Professional Judgement

Corrections should support the pupil's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking and praise awarded first. Teachers must use their professional judgement when deciding how many corrections to mark. *However, high frequency words that the children should already know (or do already know) should always be noted/ corrected as should basic punctuation errors when they are capable of better .*

Marking as Feedback

It is important to ensure that pupils have the opportunity to respond to marking feedback; to make corrections or to seek clarification. With very young children the vast majority of feedback should be verbal although a brief indication of the feedback given should be recorded in books.

Each pupil should receive at least one "Closing the Gap" comment (feedback designed to move the children closer to achieving the learning intention/their potential) each week. The "two stars and a wish" principle may be used to indicate two positives and an area to improve or alternatively a triangle with a closing the gap comment.

Where the child has not achieved the learning intention, written or verbal feedback should be given. Where verbal feedback has been given there should be a brief note in the book to explain what was discussed.

Where marking is done by someone other than the class teacher the marking should be initialed.

Where children are correcting their work on their own, or with an adult, corrections should be done in a different colour to make them clear.




Marking with an adult to support is called conference marking and this is used wherever possible as a powerful means of children addressing errors or misconceptions or progressing to their next step.

Expectations set during previous marking or feedback should be addressed during marking of the next piece of work.

All children have writing learning journey targets and marking of writing should regularly refer children to their step and their progress towards achieving it.

Symbols in Marking

In order to allocate time to writing "Closing the Gap" comments rather than to writing routine and repetitive phrases, the following symbols should be used consistently throughout school at a level appropriate to children across all areas of the curriculum:

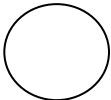

	Learning Intention achieved.
	Learning Intention almost achieved, advice given on how to achieve it.
TA	Teacher award.
<u>becoz</u>	Spelling to be corrected.
	Punctuation to be corrected

Peer Marking

When pupils have been 'trained' to do so they should be encouraged to evaluate each others' work. The evaluator should give feedback in the form of two stars and a wish. i.e. Two positive comments and a suggestion to improve. These can be written in the pupil's book and signed by the evaluator.

Editing Symbols to be used by both staff and pupils to develop writing:

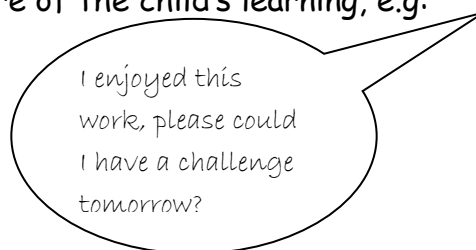
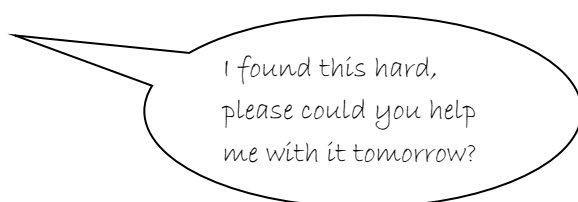
<u>whith</u>	Underlined misspelled word to be corrected.
//	Need to start new paragraph here
^	Word or letter(s) missed out: please insert
✓	Well-written section
?	Meaning unclear: read through and correct
X	This is not correct

	Punctuation: check capitals, full stops, commas, speech marks, question marks. A circle will be around the error.
	Try to choose a better word

Children's self-assessment

Children should be encouraged, within each lesson, to evaluate their performance and level of understanding against the learning intention. They should record their self-assessment using a circle in yellow or green. Yellow is for the yellow yeti meaning "I haven't got it yet(i)!". Green is for the green grasshopper which means "I have got it and I'm ready to leap onto the next challenge". These are displayed clearly in each classroom.

Children should also be encouraged to enter into a dialogue about their learning both verbally and through their books in which they may write constructive responses to teacher comments or add a comment of their own following a piece of work. These comments may be used to help inform future work with the child; to address insecurities and to gain a clearer picture of the child's learning, e.g:



Teachers are encouraged to write back.

Colours of ink to be used in marking

The children at Silverdale all write in either pencil or black or blue pen. Marking should be carried out in any that is distinct from the children's work. Where children are editing their own or each others' work this should be carried out in green pen.

Success Criteria

We will 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


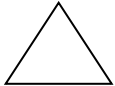
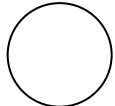
We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by all subject coordinators when carrying out monitoring activities and by the SLT in regular planning samplings. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Curriculum Sub-Committee of the Governing body will monitor the implementation of the policy.

Date - Autumn 2022

Date to be reviewed - Spring 2024

Silverdale Marking and Editing Symbols

<u>whith</u>	Underlined misspelled word to be corrected.
//	Need to start new paragraph here
^	Word or letter(s) missed out: please insert
✓	Well-written section
?	Meaning unclear: read through and correct
X	This is not correct
○	Punctuation: check capitals, full stops, commas, speech marks, question marks. A circle will be around the error.
walked	Try to choose a better word

	<p>Learning Intention achieved.</p>
	<p>Learning Intention almost achieved, advice given on how to achieve it.</p>
<p>TA</p>	<p>Teacher Award given.</p>
<p><u>becoz</u></p>	<p>Spelling to be corrected.</p>
	<p>Punctuation to be corrected</p>