



Rosherville Church of England Primary Academy

London Road, Northfleet, Kent DA11 9JQ

Tel: 01474 365266 Fax: 01474 362082

Executive Headteacher: Mrs Denise Williams

Head of School: Ms Tina Lutman

At Rosherville we embrace the Christian ethos, within a nurturing environment where everyone can 'ASPIRE, ACHIEVE AND ACCOMPLISH.'

Marking & Feedback Policy

Date	Review Date	Coordinator	Responsible Body
14.9.15	Sept 2017	Headteacher	Local Governing Body

Our Shared Vision

At Rosherville we embrace the Christian ethos, within a nurturing environment where everyone can 'ASPIRE, ACHIEVE AND ACCOMPLISH.'

At Rosherville we believe that it is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children 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. Research has shown that consistent and effective marking has a significant impact on raising achievement.

Marking and feedback should:

- be seen by children as a positive approach to improving their learning and thus boost their self-esteem and aspirations and encourage perseverance
- give recognition and praise for achievement and clear strategies for improvement
- be manageable for teachers and accessible to children
- relate to the learning objectives
- involve all adults working with the children in the classroom
- allow specific time for children to read, reflect and respond to marking

- respond to individual learning needs e.g. marking face to face with some and at a distance with others
- inform future planning and target setting

Strategies

Oral feedback

We recognise the importance of children receiving regular oral feedback. The adult might initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important in the Early Years Foundation Stage and KS1 where children may be unable to read a written comment. Work without a recorded product, such as P.E. will be given oral feedback with positive comments and a point for improvement.

Written marking and feedback

When marking work a pen that has an obvious colour difference to that of the work should be used.

Summative feedback / marking

This consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

Formative feedback / marking

Tickled pink and green for growth are used by teachers to mark all work. Pink is used to celebrate success and green to move the children on in their learning. Marking should always relate to the learning objective (which should be written at the top of the page). Or in differentiated success criteria, which may be printed and stuck in. Some tasks involve several learning outcomes, which need to be marked separately in order to make feedback meaningful and productive. When this is the case teachers will share or create a 'toolkit' with the children.

Eg. L.O: To use written methods (jottings) in multiplication.

Key Skills:

- I can partition whole numbers
- I know my times tables
- I can add several numbers in my head or using a number line

Children should be able to reflect against the key skills/concepts and decide which they feel confident with and/or need more practice at.

There should be evidence of regular marking that is developmental in the foundation subjects, where appropriate.

Teachers should adopt the school's handwriting style throughout marking as this provides a good model for children.

What is Effective Marking?

This is when teachers focus on both successes against the learning objectives and improvement needs.

When marking teachers should:

1. read the entire piece of work.
2. underline examples of where the child has met the learning objective in pink
3. underline an aspect of the work which could be improved in green.
4. provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved, written in green.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, time should be planned for children to read and acknowledge the improvement suggestion. Children will write on every other line in Literacy in order to make corrections at a later date.

Teachers model this process to the children at the beginning of the year so that they are clear what the different coloured markings in their books means and what is expected of them when they respond.

Differentiated success criteria will be in each book for the teacher and child to complete.

Children will respond to the marking by making corrections/ additions/ re-drafts of sections in a different colour pen/pencil.

Other types of marking teachers might use

Self marking

Older children are sometimes encouraged to self-evaluate by identifying their own three successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

Shared Marking

Teachers might sometimes use one piece of work from an unnamed child to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking

In KS2 children sometimes mark narrative work in pairs. The following points are important:

- Children need to be taught how to do this through modelling with the whole class, watching the paired marking in action

- Ground rules should be decided as a class and adhered to
- Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning objectives.
- Pairings should be ability based, of two middle, two more able or one middle and one lower together
- Encourage a dialogue between the children rather than one child being the 'teacher'
- Teachers should review this type of marking

Spelling, punctuation and grammar

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point if several children get them wrong.

Teachers may comment on these elements if:

- spellings, punctuation and grammar were part of the learning objective
- it is a spelling / high frequency word that all children should know
- it is related to the child's personal learning target

High frequency words that are spelt incorrectly will be circled by the teacher (a maximum of 3). The children will be encouraged to 'look, cover, write, check' and write the word three times in their book.

If punctuation is incorrect a circle will be made around the punctuation mark. If punctuation is missing then a circle will be made where it should be.

Early Years Foundation Stage

In nursery and reception the teachers focus on giving oral feedback to the children but may write a comment with the child. Staff may also write comments on the back of work as part of the process of gathering information for the Learning Journeys.

Parental involvement

Parents are given copies of the marking prompts during parent consultations for when they look at their child's work.

Monitoring this policy

As a result of this policy there will be consistency across the school in the way that children's work is marked and in the way that they receive oral feedback. This consistency will be monitored through regular scrutiny of work by the Senior Leadership Team.

Subject Leaders are also expected to sample the quality and quantity of marking of work in their subject area when undertaking scrutinies. Feedback and support is then provided to staff.

Headteacher:	D. Williams	Date:	September 2015
Chair of Governing Body:	Janice Brookes	Date:	October 2015
Reviewed by:	Staff	Date:	September 2015

Marking and Feedback Codes



= correct

I = independent work

A = assisted by adult

OR = oral feedback given

GW = group work

PW = paired work

In maths the apparatus a child has used should be noted.

Children may use smiley faces to show their level of understanding / confidence with a task.

Space should be given in their book for a child to respond to the marking / feedback.

Appendix 2

Information for parents

Work that is underlined or written in pink means that your child has achieved what we wanted them to or has shown a good understanding.

Work that is underlined or written in green means that your child needs to learn to do this to make their work better.

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