



Marking and Responding to Children's Work Policy

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Aims & Purpose

We believe feedback and marking should be an ongoing two-way process which provides constructive responses to every child, focusing on success and the improvements needed to achieve the learning objectives. This will enable children to become reflective learners and progress further in their attainment of knowledge, skills and understanding.

Principles that Underpin our Approach to Marking

Marking and feedback should:

- Relate to learning objectives and key skills, which are shared with the children.
- Provide a dialogue between the child and teacher where opportunities to become aware of and reflect on their learning needs are recognised. (This includes key spelling, punctuation, and grammar).
- Provide recognition and praise for the work the children produce and ensure that they understand their work is valued.
- Give clear strategies for improvement through comments made in their books, which are sharply focused on securing basic skills.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the process (whether oral or written).
- Inform future planning and individual target setting.
- Use consistent codes throughout the school.
- Encourage and teach children to self-mark wherever possible.
- Ultimately, it can be seen by children as a positive step in improving their learning.

Our Approach to Marking

At Ermington Primary, we have identified five marking/feedback procedures that will be used, depending on pupil need, the nature of the task and teacher judgment.

The key question we ask when selecting which procedures to use is: *Is my feedback helping every child in my class to make progress?*

The five procedures are:

1. Live Marking

Feedback from the teacher prompts children to think more deeply at the point of learning, addressing misconceptions quickly and moving learning forward. This immediate feedback may be verbal or written. It could be given in the form of targeted questioning to clarify or refocus learning in a lesson, mini-plenaries, or mid-lesson adjustments. It could also be verbal feedback given 1:1 as a result of pupil conferencing or on a group basis. Live marking, in which the teacher marks alongside the pupil in any subject, is another way misconceptions can be addressed immediately.

2. Light Marking

Acknowledgement and recognition of attainment and/or progress, success, and completion of children's work. This may be given in the form of a highlighter (see codes below), tick, brief comment, stamp, sticker, or response to self/peer assessment. This is less about having an immediate impact on learning and more about establishing positive relationships as well as a culture of hard work.

3. Responsive Marking

Incisively written (for example, a pinpoint-sticky note) or verbal feedback on attainment and success. A response (not necessarily written in books) from pupils is required to strengthen the teaching and learning process to accelerate and deepen learning.

This feedback given to pupils through marking and reviewing work provides either scaffolding, consolidation, or extension steps for every pupil to ensure progress. It focuses on success and improvement needs against the learning objectives/success criteria/key skills, enabling pupils to become reflective learners and helping them to move their learning forward.

Responsive marking informs the planning cycle, enabling misconceptions to be rapidly addressed by the teacher in lessons.

- Responsive marking will appear on a pinpoint sticky note. It indicates to the child that a response is required to the marking.
- We will ensure that time is allocated for pupils to respond to their written /oral comments by the class teachers so they can act upon the correct edit and improve moments.
- Dictionaries and spell checkers need to be made available for this process.

4. Self/Peer Assessment

Self-evaluation or feedback from peers that focuses on successes and areas for development in recorded outcomes. This could be achieved through a variety of procedures in the classroom: peer critiquing, collaborative editing on the IWB, galleries of work, etc. Children are encouraged to give feedback that is kind, specific and helpful, which moves learning forward.

5. No Marking

At some points in learning, it is entirely appropriate not to mark or respond directly to children's work—especially when photos are used to capture learning.

Editing

From Year 1, all editing, self-assessment, peer assessment and responses to marking by children will be completed in purple pen.

All adult feedback in books will be completed in green pen.

Spellings.

In Year 1, some key spellings are identified, and the children copy x3 below their work. From Year 2, spellings will be identified by being underlined, and the correct spelling will be recorded for the children to copy x3. Children progress from doing this with adult support to undertaking it independently or with peer support.

From Year 3, any misspelt key subject/topic-specific words are identified through an underlining of the word that is misspelt. Children may be given time to look up the correct spelling of these words in a dictionary and then copy x3 under the piece of work, according to the child's needs.

Expectations

Maths and English – all types of marking.

Topic – live and light marking afterwards.

Self and peer assessment are used regularly across the curriculum.

Symbols



A green dot shows the answer that needs checking.



Teacher comments and prompts in green pen. A ✓ shows achievement against the prompt.

An underlined word indicates a keyword is spelt incorrectly, and the child will copy the word x3 below.



A circle indicates missing or incorrect punctuation, and the child will use an editing pen to correct mistakes.



A circle indicates missing or incorrect use of grammar, and the child will use an editing pen to correct mistakes.



NS A circle indicates the clear next step improvement(s) required -for example, to use more varied sentence openers, etc.



The activity was led and marked by a teaching assistant.



Children edit their work with a purple pen.

Layout in Books

Reference to a Learning Objective will be present in all pieces of work across the school. In KS1 and KS2, WALT (We Are Learning To....) indicates the learning objective.

All learning objectives will be displayed on the left-hand side of the page on the line below the date. Expected layout in books.

4.3.21

WALT: use powerful adjectives to describe a character

Expectations of Presentation

There is a collective responsibility across the teaching staff to set high expectations in the presentation of children's work. Teachers will encourage pupils to take pride in their presentation and ensure that clear expectations are communicated to them in every lesson.

- Work needs to be dated, and the WALT needs to be underlined with a ruler (not free hand) in pencil.
- Handwriting must be of a standard in line with teacher expectations for individual children.
- Any work that is not of a sufficient standard should be addressed and discussed with the child – in some cases, this will require the piece of work to be reproduced.

End of Unit Writes

Children will usually begin the process by planning their piece of writing through a story/text map, using a 'Boxing Up' grid or other appropriate device/scaffold in their literacy book.

The teacher will have, during the teaching sequence, used the planning document and text structure to model the writing process. The children then use their own planning document to write in the genre independently.

In KS1, children will use their original story map/boxing-up grid only to support them in writing their final draft. This will then be levelled using the EGG grids.

In KS2, teachers will mark after each part of the writing process following the model. This will often be general, non-specific marking that suggests areas the children may need to improve or add. Spelling and punctuation should not be specifically identified unless required. Marking will often also be focused on the unit objectives.

Children are given time to edit and improve their work and peer assess before writing their work up. This is then assessed by both the child and teacher against the unit objectives. Outcomes are used to inform teacher assessment and set individual targets.

Reward Systems

Children may be rewarded team points for any positive aspect of their work. This will be indicated with TP marked in their book.

