



Dallimore Primary and Nursery School

Marking Policy (in conjunction with the teaching and learning policy)

Introduction

Marking and feedback to children, both written and verbal, are important aspects of assessment. Marking and feedback need to be both effective and efficient in promoting learning. It is essential that marking and feedback are consistent across the school in order to support children making good progress with their learning.

Aims:

- To ensure that there is a consistent approach to marking, feedback and presentation throughout school
- To ensure that the marking and feedback that take place has a positive impact on the progress and attainment of the pupils

Reasons for marking and providing feedback to children

- Help children to improve their performance
- Involve pupils in evaluating their own and the work of others
- Show children that we value their efforts
- Judge our own effectiveness as teachers
- Make strategic decisions about the next steps children need to make
- Assess and monitor learning whilst allowing children to reflect on their learning
- To aid assessment for learning
- To identify which children need support or challenge

Expectations and procedures

These are non-negotiable expectations for good practice

Throughout all phases staff should mark in red pen. This is to ensure continuity and so that marking can easily be seen when children start to write in pen.

EYFS

- Verbal praise and feedback are given at the time the learning is taking place (a next step is communicated verbally)
- Stickers/ stamps are given where appropriate
- Teaching assistants mark the learning carried out by the children in their direct teaching sessions (this may also be seen by the teacher to assist with the planning of forthcoming sessions)
- Once every half term, and only where appropriate, a piece of independent writing is produced
- Post-it notes are sometimes written alongside pieces of work to note any observations made by the adult whilst the child was working e.g. they sounded out the words before writing them

Key Stage 1 and 2

- Verbal feedback is given to praise and to highlight areas for improvement
- Highlighters are used to indicate successful learning (green) or errors/ misconceptions (orange) and the relevant code from the marking keys (appendices 2 & 3) used to indicate the type of error
- Sometimes, a green  is used to draw attention to a positive element in relation to the WALT and/ or success criteria
- Sometimes, an orange  is used for a short question or activity. This should be: a correction, consolidation or challenge and should be completed by the children in green pen
- Children must be given time to reflect upon and respond to the block comments
- Opportunities could be provided for self and peer assessment activities using the teacher's marking as a good model. Children will need guidance on how to effectively self and peer assess
- Live marking provides in-lesson feedback to children and allows errors to be quickly addressed and improvements to be made

- In writing, writing checklists provide opportunities for teacher marking and assessment, supporting the moderation process whilst allowing teachers to identify next steps
- Whole class feedback is used regularly as a method to support children in maths, writing and across the curriculum
- In writing, whole class feedback is used regularly to identify SPAG errors, common mistakes and to praise individuals. All children should have the opportunity to reflect and edit their own work as a result of this whole class feedback; this usually takes place at the start of a writing lesson
- In maths, whole class feedback is used to address common misconceptions. In addition to this, whole class flashback sessions take place at the start of each lesson, allowing children to revisit prior learning. This allows teachers to address any errors, support children who may have struggled and supports retention of key concepts
- During all lessons involving writing, teachers should regularly check for the basic SPAG elements, picking up on spelling errors, missing punctuation or incorrect grammar to maintain high standards for all children
- Generally, spelling errors should be picked up on during lessons or during marking of work where appropriate. Teachers should be selective in the spellings they ask children to correct or work on

How often should developmental marking/whole class feedback and response from the children take place?

We need to be realistic and balance teachers' workload with the need to provide effective feedback to children.

However there is the expectation that:

In Key Stage 1 there should be:

- Whole class feedback taking place in writing at least once per week and children receiving regular verbal feedback/live marking during lessons
- Whole class feedback/block activities taking place in maths when misconceptions arise. Whole class flashbacks taking place at the start of each maths lesson to help children remember more

- During other lessons when the children write, teachers should provide regular verbal feedback which focuses on the basic end of year writing expectations i.e. application of capital letters, full stops, finger spaces and phonetically plausible spellings

In Key Stage 2 there should be:

- Whole class feedback/block activities taking place in writing after each drafted paragraph
- Regular verbal feedback/live marking should take place during writing lessons which focus on the basic elements of spelling, punctuation and grammar
- Whole class feedback/block activities taking place in maths when misconceptions arise. Whole class flashbacks taking place at the start of each maths lesson. Live marking by both children and the teacher during lessons should provide instant feedback and misconceptions/errors should be addressed quickly during the lesson

When should the reflection/ response take place?

The reflection and response should be such that it can be completed in a relatively short time scale so teachers should plan their timetable/ sessions accordingly to allow for this to happen on a regular basis. In maths and writing, this should take place at the start of each lesson or during the lesson as a result of verbal feedback/live marking.

Monitoring

To ensure that effective marking and feedback is taking place, is being responded to and is effective, some monitoring activities will focus specifically on this element of effective teaching and learning.

This includes:

- book scrutiny
- planning/SMART board scrutiny
- discussions with pupils
- drop-ins and learning walks

- Where appropriate, inclusion in appraisal and performance management objectives in order to provide support and training for specific members of staff

Review

We are aware that we need to review the teaching and learning policy so that we can take account of new initiatives, changes in curriculum, developments in technology or changes in the physical environment of the school.

Date of policy: July 2021

Date of next review: July 2022