

South Hiendley Primary School

English Marking and Feedback Policy

2018/2019



Principles

The way we respond to children's work should show the children that we respect their efforts, achievements and feelings. It should help to develop positive attitudes to learning by:

- celebrating success
- improving children's motivation
- setting further challenges
- encouraging children to see their mistakes as an essential part of learning

We mark children's work in order to:

- focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated
- encourage and praise
- give an opportunity for communication between the teacher and the child on a personal level
- evidence attainment against set criteria (e.g. lesson objectives, year group/class objectives etc.)
- make children aware of what they need to do next to improve their performance
- help the teacher to plan future activities, assess next steps and to set targets
- continue routine monitoring to benefit pupils and teachers by checking whether concepts have been understood

Principles to be applied to the marking of children's work

1. Children will be aware of the learning objective for each lesson and this will be displayed and marked against.
2. Where appropriate, marking will be mainly focussed on the specific 'published' objective for any single piece of work.
3. In the marking of English, when marking an extended piece of writing (e.g. at the end of a unit of work, or cold writing [Exciting Writing]) teachers will mark as they think best for each individual child.
4. Highlighter pens will be used to draw attention to children's work where they have been successful (yellow - Yippee Yellow) and where children need to make amendments (green - Green for Growth).
5. As well as highlighting, there may be written comments as to why something is particularly good or how something can be improved.

6. Where appropriate, children's work should be annotated in the top right-hand corner to show who it was done with and whether the work was done with or without support as follows:

(T) (teacher)

(NN) (nursery nurse)

(TA) (teaching assistant)

(S) (supply teacher)

(I) (independent)

7. Marking will be done with a purple pen. Children should respond appropriately to teachers' comments (e.g. comment, initial) using a green pen.
8. Teachers should check to see whether further comments are needed.
9. Whenever possible, children will be involved in marking their own work and in working with learning partners. They will be systematically taught how to assess their own and others' work against learning objectives and success criteria.
10. Oral feedback may be given to children during the lesson and this will be indicated using (OF). Such feedback will support children in correcting errors or extending their learning and this will be particularly relevant in EYFS and Year 1.
11. Children will be given time at the start of the next relevant lesson to look at feedback, and, where appropriate, respond to it.
12. When marking children's work, members of staff will strive to model the high level of presentation and handwriting that they would expect from the children.

Self and Peer Assessment

- Children should be encouraged and given opportunities to assess their own work and work of their peers using strategies such as:
 - Smiley faces
 - Highlighting
 - Assessment slips
 - Post-its (Yippee Yellow/Green for Growth)
 - Visualiser/iPad

This policy was reviewed in September 2018