



Norton St Nicholas CofE (VA) Primary School

Norton Road, Norton, Letchworth Garden City,
Hertfordshire SG6 1AG.



Headteacher: Mr S Cowdery

tel: 01462 623322

fax: 01462-623355

e-mail: admin@stnicholas23.herts.sch.uk

Website: www.stnicholas23.herts.sch.uk

Marking and Feedback Policy

Marking work is seen as an integral part of assessment. Assessment is only 'formative' if something happens as a result – the teaching and learning is modified or adapted to better meet the pupils' needs. Therefore, wherever appropriate, marking at Norton St. Nicholas, as well as valuing the effort and achievement of the child, should offer the child the chance to improve their learning – make good progress - usually identifying a part of their work to improve. For marking to do this, to be purposeful, it must be reflective of the learning objective of the lesson and progress towards achieving this, marking can also reflect general learning achievements and individual targets.

Aim

- ❖ To mark in response to the lesson learning objective
- ❖ To consistently apply our marking to impact positively on the learner
- ❖ To develop independent creative learners able to improve their own work and develop their own learning
- ❖ To enable every child to make good progress
- ❖ To develop an awareness of self-improvement

Why do we mark?

We mark to celebrate successes, to build confidence and to give every child the chance to improve their learning and make progress in their work. We do not mark to correct errors only.

What and how do we mark?

All written work in any subject will be looked at and read. Developmental marking will be most obvious in Literacy and Maths where time will be spent reviewing, discussing and identifying particular aspects of work to improve.

In Maths:

All teachers in Key Stage 1 and Key Stage 2 must carry out Focussed Marking (Focussed Marking is the marking of a specific area of learning, this is highlighted by the marking of work, and requires further support or extension to ensure the key learning area is better understood) at a minimum of once a week for every child in their class. Teachers must also use their professional judgement to do more as and when required particularly with children identified as needing support. Workbooks will be monitored termly by the subject leader to ensure that this is happening.

Teachers must do focussed marking once a week for the whole class. Other non-focused marking is 'acknowledgement' – stamp, tick or praise linked to the progress and achievement towards the learning objective – comments will not always be required when doing this.

Use a pink highlighter to highlight to show focussed marking. Mark either to scaffold, remind/consolidate or to explore.

There will need to be a set time for children to respond to marking; this can be independent, completed with the support of a TA or teacher and there will be occasions where this can be completed as a guided teaching group in lesson time. This work can take place at the start of a lesson or during registration as required. Each class needs an established marking station with Numeracy resources such as hundred squares, number lines, multiplication squares, calculators, link cubes etc. so as to help children answer your marking.

The agreed symbols for marking in maths are:

✓ - A tick indicates that work is correct

✓₂ - A tick indicates that work has been corrected

X - A cross indicates that work is incorrect

⊗ - A cross in a circle indicates that work is incorrect and should be corrected

These must be displayed in classrooms.

In Literacy:

Regular marking to the learning objectives with constructive feedback where required – this can be discussed orally with notes made. Written comments made in response to pupils' work in literacy should identify positives (+) and (-) developmental areas. Developmental areas should be highlighted in pink (as per maths marking) and children should be given ample time to respond to this. Books will be monitored termly by the subject leader to ensure that this is happening.

Writing targets are given to all children throughout classes 1 to 6; children in KS1 will receive short child friendly targets on a pencil template whilst children in KS2 will receive more formal targets using the agreed format.

Targets should be reviewed regularly; independently, with peers and through teaching time. Targets will inform future planning and teaching.

Target setting will be either medium term, areas to develop over a term and/or short term, quick fixes. Medium targets should focus on basic skills – spelling, punctuation and/or handwriting – as a priority if these remain a weakness but for the most part should focus on the following skills to accelerate progress:

- Wider use of ambitious vocabulary (Wow words)
- Wider range of sentence openers (Power Openers – connectives, ly and ing words)
- Wider range of punctuation (Power Punctuation from the pyramid)
- Wider range of connectives/more sophisticated connectives (conjunctions, adverbs, prepositions) to link idea (e.g. although, despite, in spite of, as well as, contrary to etc.
- Use paragraphs accurately
- Use literary features

Pupil expectations

In EYFS and during the first terms of Year 1 children are expected to complete, with increasing independence pupil voice speech bubbles stating their thoughts on their work and how they think they could improve their learning further.

It is expected that during the summer term in Year 1 children are beginning to respond to oral and written teacher and TA feedback and are beginning to make use of their marking station.

Focussed maths marking must commence in the Spring term during Year 2 and by the end of Key Stage 1 pupils should be confident in responding to marking feedback and have the necessary skills to self and peer mark work.

General marking notes

In all other subjects marking may appear less prominent; necessary developmental advice will be given and an end of unit self-assessment will be carried out – this can take many forms such as mind-mapping, tick-lists, discussion etc. There will be a teacher comment reflecting on the child's progress during the unit of work.

Marking will be carried out by Teachers and Teaching Assistants. Marking is seen at Norton St. Nicholas as a dialogue and is carried out to encourage pupil interaction. Marking will take place with the child present whenever possible. If this is not possible clear constructive guidance about how to improve will be recorded after the child's work. Such feedback will follow the general principle of comments on motivation and effort and guided advice to improve one or two areas. Marking, will be positive, recognising the full achievement of the individual. Questions will often be used to assist the improvement of the work. Appropriate rewards will be issued for the effort and achievement of the individual pupil.

How do we respond orally to children's work?

At Norton St. Nicholas all staff are aware that our spoken response to children's' work is a powerful form of feedback and 'marking.' Whenever possible staff will review and mark with the child present and offer oral feedback. When this has been carried out 'Discussed' will be recorded in the child's book along with key notes of the advice given. The 'in-book' symbol for this will be a ticked O - O✓ or with the appropriate stamp/sticker.

How do we make our marking effective?

Effective marking should have an impact on the teaching and learning process:

Planning should be annotated; identifying the children who require further support/ challenge, such clear communication enables an immediate and purposeful modification, helping pupils to make good progress.

Marking must be relevant to children; it must relate to the lesson learning objective and success criteria where used.

Marking and feedback needs to match the reading skills and abilities of the child with support given as appropriate.

Opportunities must be planned for effective developmental marking; independent response, 1:1 supported work or planned guided teaching work for pupils who have not fully grasped the key concepts and skills of a particular unit of work.

How do we use success criteria?

In order to develop independent creative learners success criteria will vary and used only if necessary; it is important to consider the Growth Mindset when using success criteria – a list of success criteria can put a limit on learning if used poorly but can guide learning if used well. For example the success criteria for a writing task could simply be 'To hook me and keep me reading!' This approach encourages the need for creativity and not to simply tick a number of applied skills.

It should be remembered that good success criteria has a major impact on both teaching and learning, but mainly in equipping pupils with the tools to be able to self and peer assess and self-edit their work.

In order to have maximum impact, success criteria:

- Need to be known, in a basic form, by teachers first.
- Should be the same set for all learners in a class – differentiation by access should be sought via the amount of support provided within the activity.
- Will usually be generated by pupils, or they have little meaning and less impact on learning.
- Can be used across the curriculum, including social skills, thinking skills etc.
- Need to be constantly referred to by pupils and ticked off for closed skills.
- One success criterion can be used as the focus for a lesson, broken down into further success criteria.

Role of a class teacher:

- To develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.
- To challenge and support all children to do their best.
- To give developmental improvement feedback to children
- To plan time enabling children to respond to advice given through feedback
- To plan extra teaching time for children who have not grasped the key concepts and skills required before progressing further
- To be sensitive and constructive to ensure marking reflects the needs of individual children.
- To keep the necessary records of children's work as identified in Staff Handbook.
- To use marking and assessment data to set targets and give children clear and constructive feedback based on appropriate next steps for their learning level.
- To have the agreed marking symbols displayed in the classroom for children, parents and supply teachers to refer to.
- To have a thorough and up-to-date knowledge of this Marking Policy and Focused Marking in Maths document for the school.

Role of the child:

- To positively enter into dialogue to discuss their work
- To respond to the improvement advice given.

Role of the school leadership:

- To monitor the application of the policy and ensure a consistent approach throughout the school.

Date agreed: June 2014/ Jan 16 review

Date to review: July 2017

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010