

NORHAM
ST. CEOLWULF'S
C OF E SCHOOL



Norham St Ceolwulf's

C of E First School

Marking & Feedback Policy

2017-18

**NORHAM
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C OF E SCHOOL**



As a Church of England School we believe that our Christian Values should underpin every aspect of school life.

The regular marking and assessment of children's work is an essential requirement of all teachers as reinforced in Teachers' Standards May 2012 (effective from September 2012) Part 6 'Make accurate and productive use of assessment' in particular:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Marking and feedback of children's work reflects the following Christian Values.

Respect: Children's work is respected. All comments and corrections are to be made at the side or below work so as not to interfere with the child's work.

Perseverance: Effort and perseverance should always be praised to encourage children to be independent learners.

Love: In order to develop a love of learning in our children, effort as well as achievement will be praised and rewarded.

Wisdom: Marking and feedback should encourage children to make good choices in their work.

2. KEY PRINCIPLES

- Marking recognises the achievements of pupils and allows teachers to record the way in which children have responded to the task set. It informs teachers of the various aptitudes and academic performance of pupils and informs future planning to meet the needs of individuals and to personalise learning.
- By responding appropriately and sensitively to children's work we provide them with feedback on their achievement, progress and attitude to work and set challenging next step/targets. Through this type of constant monitoring and assessment standards are raised and expectations can be met.
- By using marking as part of ongoing teacher assessment we can record achievement, diagnose difficulties and plan appropriately for individuals, significant groups and the whole class.

3. PURPOSES

- To provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised.
- To inform the child, parents and colleagues of progress, where children are coming from and indicate what future targets are.
- To raise expectations and standards through the constant monitoring and encouragement of children and their endeavours.
- To make regular assessments that informs future planning to meet the individual needs of pupils.
- To evidence the good and outstanding teaching quality of learning and pupil progress within the school.
- To provide continuity and progression as children progress throughout the school.

4. EQUAL OPPORTUNITIES INCLUDING SPECIAL EDUCATIONAL NEEDS

All children should take an active role in their learning. Staff should use their knowledge of individual children; what motivates them, their individual learning style, their interests and enthusiasms. Marking should reflect this knowledge wherever possible to motivate and inspire children when responding to the work and contributions across school.

For children on the SEN register, responses **must reflect a child's individual targets and progress against them.**

5. PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Written comments should reflect the high expectations we have of all pupils. Through written comments we are teaching children to take responsibility for their work. Comments should seek to make children feel secure and confident about their learning.

In addition to the comments on the knowledge and understanding shown within a subject area comments should reflect the enduring values we seek to teach children. Positive feedback should encourage key skills such as good teamwork; empathy and sensitivity to the needs of others, good speaking and listening, collaboration and taking responsibility, enthusiasm, concentration and personal organisation.

6. GUIDELINES

- All work will be dated, either by the pupil or an adult.
- Learning objectives (L.O.) and success criteria (S.C.) statements are used in Y1 to Y4. The pupil or an adult will add an 'I can' statement at the beginning of each piece of work.
- All work will be marked in a timely and regular basis reflecting the objectives and learning outcomes of the task, thus ensuring pupils are provided with the correct support and challenge to ensure continuity of progress.

- All **supply teachers** will be expected to mark work, adding the abbreviation **(SUP)** to indicate source of assessment.
- Marking will reflect, wherever possible, achievement in all curriculum areas. It will include the explanation and reinforcement of basic skills appropriate to the expected standards of the year group / key phase together with next steps to outline what the child needs to do to improve.
- Stickers, smiley faces, encouragements or rewards are used to sustain effort and self-esteem. Comments will also be made about effort.
- Not every piece of work would attract great depth or comment; neither should all work attract simply crosses or ticks. In literacy and numeracy, it would be expected children would receive at least **2 detailed comments per week.**
- Marking will include comments on the presentation of work and the child's effectiveness in meeting the objective set. Clear handwriting targets will be given and modelled.
- Corrections and comments will reflect the key expectations of the year group including varying levels of spelling, grammar and punctuation in all subjects.
- Common consistent errors and high frequency words will always be corrected. Children will be expected to practice spelling these under their work and, where appropriate, add them to their spelling card.
- Errors and misconceptions, e.g. reversals, erratic use of capitals, size of letter in own name etc. will always receive constant attention and be corrected and modelled. In KS1 corrections for the children to practise are written at the bottom of the page for the child to complete the following lesson.
- Children for everyday work do not use rubbers. Children self-correct by putting a line through a mistake (*so that we can assess the full extent of a child's work and see their ability to modify and self-correct rubbers are not used in general work*), the teacher corrects by putting a line under the mistake and the correction is written above.

7. RECEPTION MARKING SYMBOLS

Smiley Face – Positive comment

T – Target

VF – Verbal Feedback

All comments will be read out to children.

8. KS1 MARKING SYMBOLS

2 pieces of literacy and numeracy work to be marked in depth with WWW and EBI each week. All extended pieces of writing, and at least 1 piece of work from each unit in the foundation subjects to be marked with WWW and EBI.

WWW – What went well?

EBI-Even Better if.....

Against any S.C. met ✓

VF – Verbal Feedback Given

WS – With Support

Self Assessment: Children will draw either a smiley or sad face next to the learning objective at least twice a week in literacy and numeracy.

EBI marking should be followed by an improvement/response demonstrated by the pupil.

9. KS2 MARKING SYMBOLS

2 pieces of literacy and numeracy work to be marked in depth with WWW and EBI each week. All extended pieces of writing, and at least 1 piece of work from each unit in the foundation subjects to be marked with WWW and EBI.

WWW – What went well?

EBI-Even Better if.....

Against any S.C. met ✓

VF – Verbal Feedback Given

WS – With Support

Incorrect spelling of common exception words will be underlined and the correct spelling written in the margin for children to practice and add to spelling cards.

Self Assessment: Children will use a smiley, straight or sad face next to the S.C to show their understanding.

EBI marking should be followed by an improvement/response demonstrated by the pupil.

10. STANDARDS FOR MARKING.

- Comments will not deface work but be kept to margins or set spaces.
- Marking will model high standards of presentation and will be in black pen suitable for photocopying.
- All displays will model high standards of achievement and presentation. This will vary depending upon the age, aptitude and maturity of pupils.
- Children should be given time to read and follow up comments made.