

Bessacarr Primary School Response Policy

Rationale

It is our intention that:

- Through the school marking policy children will be assured of a consistent approach to the evaluation of their work.
- Feedback on learning should help children understand how to take ownership and control of their own learning and progress.
- Teacher and pupil's comments are sensitive, taking into account the individual needs of the child.
- Marking involves both the teacher and the learner in reviewing and reflecting on attainment.
- Marking supports Assessment for Learning.
- Any substandard work is challenged and improved to mirror a child's capability.

Aims:

- To develop in pupils, a positive attitude towards their work and its outcome.
- To help children learn with confidence and encourage self esteem.
- To ensure marking links directly to the learning objectives and success criteria.
- To give children time to respond to feedback and make improvements on their work.
- To encourage peer and self assessment.
- To help children achieve their full potential and gain independence of their own learning.
- To encourage discussion of pupil's work.

Assessing Pupil Progress:

Marked work should provide useful evidence to inform assessment of pupil progress against age related expectations. Therefore learning intentions, children's understanding and support given should be made clear. If no support is indicated, it will be presumed that the work was completed independently.

How and when we mark

Marking should start at the point of learning, within the lesson. Notes of verbal feedback should be evident in book as this is the most effective way to make timely interventions. Verbal feedback should be noted with a VF and a key word to show what feedback was given. The 'Marking for English' code should be used frequently in lessons so that children are encouraged to check errors in spelling, grammar and punctuation. We have a zero tolerance of incorrect spellings and therefore spellings should either be corrected by the teacher or the pupil depending on the age and ability of the pupil. Written feedback should be regular and any further work which is needed should be followed up before the next step in a sequence of lessons. Children should always have a success criteria to assess their progress and

this should be referred to in some way by staff in written feedback. A success criteria checklist is an effective way for children assess their writing as they go along, particularly in pieces of extended writing. The 'Marking for English' code should also be used in written feedback to give children guidance in editing their work.

For Written Work:

Marking needs to be visible. Therefore, if children have written in pencil, teachers should mark in black ink. If children have written in pen, teachers should mark in pencil. Teacher's handwriting should be a model for children, therefore teachers should use a neat, clear, joined style which reflects our handwriting policy.

L.O. = indicates the Learning Objective. This may be shown at the top of the page (though children are not required to write this as it wastes learning time).

S.C. = indicates the Success Criteria, i.e. what a good example should include.

Guided = indicates that the child completed the work during a guided group session.

T.A. support = indicates that the child completed the work with a teaching assistant.

P.P. = indicates that the work was done with a paired partner.

Apparatus = indicates that work was completed with apparatus e.g. word bank, number line - apparatus to be specified.

W.A. = Wish achieved. This shows that a wish given by the teacher has been met.

V.F. = Verbal feedback given from teacher. The nature of the verbal feedback should be clearly indicated by key words (EG: VF: commas in list).

Blue ink/pencil- Checks/edits made by the child.

Red ink/pencil- Checks/edits made by or with a partner.

C.M.= class marked

S.T. or the teacher's name = indicates work taught and marked by another teacher or student.

Marking for English

Staff use the following marking system when marking writing in KS2. Children should be aware of this and it may be displayed in classrooms. KS1 use a simplified version of this. This should be used in both written feedback and verbal feedback.

Mark	Means...
Sp+ underline	Try this spelling again.
P	Punctuation error.
G	Grammatical error.
C	Find the missing or misplaced capital letters.
//	New paragraph/ Mark in where the paragraphs should be.
✓	Exceptional point/use of language.
?	Not clear. Rewrite this short section again to improve the expression.
FS	Write in full sentences
Ex	Develop your explanation further using key vocabulary.
D	You need to add more detail. Add in the point you forgot to include.
WW	Wrong word e.g. being/been. Try and find and correct it.
Pr	Presentation needs improvement.

It matters where the mark is...

- Next to the line means you can find it in that line.
- Against a vertical pen line means you can find it in the section.
- At the end means it is a problem throughout.

Traffic Lights

The traffic light system may be used by the child or teacher to indicate their understanding of the learning objective/success criteria. This can be used as a visual sign or on the child's work.

O = learning objective not achieved "I found this work hard".

O = Learning objective partly understood "I understood some of today's objective".

O = Learning objective achieved "I did understand today's objective".

Two stars and a wish:

* = indicates something that the child has done well.

/ = indicates something that could be improved upon next time. This should be clearly followed up by the child and marked with a 'W.A.' when the wish has been achieved. Wishes should not be left unnoticed and children should not get the same wish every time they do an extended piece of writing as this does not show progress.

From the end of year 1, children should be trained and encouraged to respond to comments in written form in their books. Initials from the children act as an acknowledgement of the feedback, but ideally children should have a question or challenge to follow up in regards to the work which is being marked. This will help them absorb written feedback and move them forward in their learning.

Stickers, house points, DOJO points and certificates are given to celebrate a child's achievements according to their ability. Excellent examples of work may also be used for display purposes or shared on the school Twitter account.

Written and oral feedback should be:

- specific and positive, recognising children's efforts and achievement
- developmental, offering specific, detailed advice to help children progress
- Use learning objectives and success criteria for feedback
- regular and interactive
- teacher to child, child to teacher, child to child
- Issued at the point of learning for maximum impact.
- Focused on deepening children's understanding possibly through the use of higher level questioning.

Monitoring and evaluation

This policy will be reviewed annually by the subject coordinator.

Updated March 2016