

## Hessle Federation of Schools

### Penshurst Primary School

#### Marking Policy

The policy provides guidance for a consistent approach to be used by all teachers. Marking and feedback will vary according to the work and the age / stage of the children and teachers need to model and discuss the purpose of marking so children understand that marking helps them move on. Children need to know 'what a good one looks like' and examples should be displayed. Marking and feedback relate to learning objectives and success criteria.

#### Teachers will

- provide feedback as part of the daily interaction with children as they observe learning
- write comments that identify specific and important achievements
- ensure children are given time to respond to comments (at all ages)
- use pen (red ink)
- use acknowledgement marking (a tick, a date and a signature)
- in-depth focussed, analytical marking with specific areas identified for praise, improvement and correction
- use a smiley face relating to the achievement of the learning objective
- use stickers, symbols for encouragement.

#### Children will be given clear information about

- achievement - which may relate to NC levels where appropriate
- effort
- what their work shows in relation to learning objectives and success criteria
- areas that need correction
- areas that need improvement.

**Foundation Stage and Year 1** - Feedback at this phase is mainly oral but informs teacher's records

- feedback is part of the daily interaction with the children
- verbal comments should be made directly to children as teachers make observations
- smiley faces / stickers etc used to encourage

#### Year 2

As above but includes highlighted areas (or smiley faces) to show successful features and an 'Imp' showing one area for correction or improvement (3:1 ratio). Self and peer marking can be introduced.

### **Year 3**

Teachers will give children highlighted areas (smiley faces) and one 'Imp' with a comment on *how* to improve. Children can self and peer mark and give explanations - hand over as much to them as possible.

### **Year 4**

Children are expected to respond and make improvements and make sure these improvements are included in subsequent work. Children are encouraged to match work to exemplars and look for similarities and differences.




### **Year 5 and Year 6**

Teachers will encourage self and peer marking. Teachers may use the interactive whiteboard for whole class learning resulting from 'distance marking'. 'Scaffold prompts' on work should be used to provide support especially with improving writing.

Review Date September 2008

Review Date October 2010 .

## Marking / Feedback Guidelines

Year group	Teacher	Child	Comments	Symbols
<b>Foundation Stage/Year 1</b>	Daily interaction with the children Verbal feedback as teacher makes observations	Involved in discussion with teacher about what they have done well and what to do next	Comments will add to completion of profile (mainly for teacher reference)	Smiley faces / stickers etc may be used to encourage / reward 
<b>Year 2</b>  Targets for learning may be shared if appropriate	As above but feedback on work may show highlighted areas (or smiley faces) for successful features with 'Imp' used to show one area for correction or improvement (3:1 ratio). Self and peer marking can be introduced	Child reads work out loud to 'hear errors' - then swaps with partner. Self and peer marking encouraged.	Comments written and read with the child to ensure understanding	Smiley faces used to encourage / reward and 'imp ears' introduced  
<b>Year 3</b>  Children will be aware of and agree targets and understand need for progression	As above + teacher gives 'clues' where improvement or correction is needed - onus is on child	As above + child has to find errors and correct or improve. Self and peer marking is expected practice	Comments expect response from child with specific time 'built in' regularly. 'Dialogue' box may be introduced	As above - work needs to show where improvements have been 'actioned'. Teacher's use of symbols will provide clues for what to improve / correct eg 'boxed' sections / words
<b>Year 4</b>  Children will know their targets and know what they need to do to achieve them	As above + teacher expectation that children will be checking and correcting as they work Teachers use clues and prompts that move children forward. Levels achieved may be shared	As above + children make sure learning from improvements affects relevant subsequent work	Comments expect response - 'dialogue' box is used for teacher / pupil interaction. Reference to target of appropriate	As above + some standard editing symbols introduced as appropriate eg // for paragraph ^ for omission ?? for checking sense
<b>Year 5</b> <b>Year 6</b>  Children will consider whether targets are achieved within pieces of work	As above + teachers provide more detailed written feedback, provide exemplars and encourage discussion about specific features so children are clear about what to do next	Children encouraged to self-assess, evaluate and think about achievements referencing NC levels as appropriate	Comments are more detailed and give specific guidance for improvement. May cross-reference to other subjects - apply skills etc.	As above - all symbols are understood and used by children in self and peer marking ↑ - better than previous ↓ - worse than previous → - equal to previous