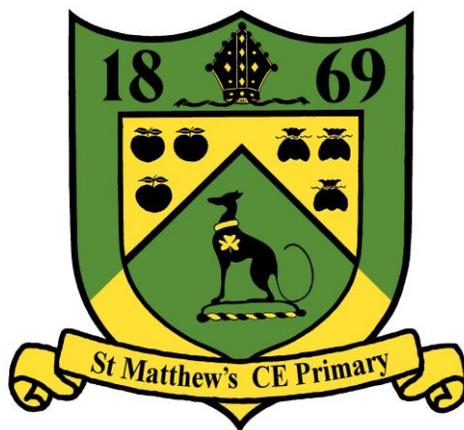


St Matthew's C.E. Primary School



Policy for

Marking and Feedback

'That the man of God may be competent, equipped for every good work.'

Timothy 3:17

Review date Spring 2018



Marking and Annotation

Overview

The key purpose of marking is for the children's benefit, to find out what they have got right or wrong and what could be improved. **It is essential that children are given time to read comments and respond to the marking in their books.** Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their daily planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect, fundamental to the ethos of St Matthew's. Marking should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

Our aims for marking

- All marking and feedback should be 'phase' and 'stage' appropriate.
- There should be no marking or written feedback on 'best' copies of work that could be used for display. Marking of this work may be completed on the reverse.
- If feedback has been given that requires the child to respond (e.g. corrections, editing etc.) time **must** be given for that to take place.
- Where possible work should be marked in the child's presence.
- Books must **always** be marked promptly in order for children to know how their learning is progressing.
- Teachers should write neatly and using cursive handwriting as a model to children.
- Marking should always motivate and inspire whilst making explicit expectation and required standards.

Written Commentary to improve work and challenge the children

Feedback marking will ALWAYS be written in PURPLE pen and should follow the best practice points below:

- Recognise any success against the learning aim or effort in learning.
- Identify an area/areas for improvement in purple pen which will indicate to the child that they need to respond.
- Add advice on how to close the gap towards the learning aim. This should include a scaffold or an example prompt.
- If the learning aim is achieved suggest a next step the child could attempt in order to move learning forward (challenge).

Any responses or editing by the child must be completed in green pen.

In Theme books, children use editing flaps if appropriate when editing a paragraph. These can be stuck in the margin as a flap so that the original paragraph can still be viewed.

Annotations for children's books or work

- I** Individual independent work where teaching input has been minimal
- S** Work where the teacher has had further input other than whole class teaching
- G** The child has worked in a guided group.

✓ **Initials** Placed at the 'end' of the work; work has been seen and assessed by an adult if not the class teacher.

X Incorrect 'answer' for closed activities or specific knowledge based responses.

The marking of spelling, punctuation and grammar

Highlighters to be used as detailed:

Pink - Punctuation or grammar correction needed

Orange - Denotes high frequency words or given words (eg. Topic words) have been spelt incorrectly.