



Marking and Feedback Policy

for Hertsmere Jewish Primary School

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Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Improving learning through assessment is aided by the provision of effective feedback and marking. Constructive feedback focusing on success and highlighting areas for improvement against learning objectives enables children to become reflective learners and helps them to understand how to close the gap between current and desired performance.

This policy sets out how members of staff at HJPS intend to ensure marking is an integral part of our assessment procedure and how marking can be used to raise standard of teaching and learning.

The implementation of the policy is the responsibility of all the staff.

Entitlement

The implementation of a positive marking policy will assist in the assessment of each child's work and delivery of the National Curriculum.

To achieve outstanding: OFSTED (2016)

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Marking should:

- Include clear comments
- Be written in school handwriting
- Relate to learning intentions, which need to be shared with pupils
- Provide clear feedback to pupils about the strengths and weaknesses in their work
- Give clear strategies for improvement
- Be manageable for teachers
- Recognise, encourage and reward pupil's effort and progress
- Involve children
- Be consistent
- Inform future planning and individual target setting

Marking can be done by the teacher:

- To indicate achievement
- To show children how they can improve their work
- To enhance the child's self-esteem
- To aid teacher assessment
- To highlight the child's next learning step/target
- To value children's work through meaningful and consistent feedback
- To provide opportunity to reflect and think about their work
- To help children evaluate their work in order for them to make improvements and inform next steps for progress
- Marking is not to be done by the Teaching Assistant

Marking Strategies

The emphasis on marking should focus on success against the learning intentions and improvement needs against the learning intentions. These focused comments should help the pupil to ‘close the gaps’ between what they have achieved and what need to achieve to make progress in their learning.

There are different types of marking at HJPS - these are listed below:

- Spend the first 5 minutes of every lesson getting children to respond to marking and feedback before proceeding with the lesson. Children must respond to all feedback given.
- Marking needs to be done before pupils receive their work back.
- Marking by the teachers must be written in cursive script (Year 1 – Year 6) and pre-cursive script (Reception).

<u>Marking</u>	<u>Features</u>	<u>Symbol</u>
Summative Marking	Closed procedure tasks that require a tick, comment or acknowledgement. <i>This is short marking at all other times.</i>	Tick or a (.) followed by Pink or Green (see below)
Quality Feedback Marking	<p>Marking that focuses on the <u>learning objective</u> and suggests <u>strategies</u> for improvement to move children’s learning on. This includes the use of the Pink and Green Marking Strategy as outlined below.</p> <ul style="list-style-type: none"> • Min x1 per week for Maths • Min x 1 per week for English • Min x 1 per week for Science • Foundation Subjects – x1 per topic or half termly <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Give recognition following their comment/feedback. • Focus on the improvements made. • How this can be transferred to other areas and give appropriate praise. • Engage in a teacher/pupil dialogue (see below) • Link to the LO, give steps/prompts for improvement. • Set them a target/challenge. 	
Secretarial Marking	Marking for spelling, punctuation, grammar. <i>This is short marking at all other times</i>	
Self-Marking	Children can identify their own successes and look for improvement points (carried out during plenary)	
Shared marking and Guided Writing	Mark the piece of work as a whole class or compare two pieces of work with the same title (SH) and discuss their strengths/development points and differences. Use (GW) if it has been a guided writing session.	SH GW
Paired Marking	Children use highlighting pens and mark against the criteria or use summative marking as above	P
Verbal Feedback	This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark or remark to serve as a	V

	permanent record for child, teacher and parent. In some cases, it may be helpful to add a record of the time taken and context in which the work was done.	
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Quality Feedback Marking at HJPS should always enable pupils to identify next steps in their learning. It will also help the teacher clarify a pupil's thinking and thought process:

These may take the form of:

Reminder prompts – Reminds the child of the success criteria and what could be improved:

What else could you say here?

Explain this for me...

Why do you think...?

Could you show another method for solving Question 3?

- **Modelled prompts** – Model what the child needs to do, e.g.
What was the dog's tail doing?
Can you tell me two things you know about even numbers?
Is this shape a hexagon?
How do you know?
- **Scaffolded prompts** – start an example and pupil to complete.
e.g. *Complete the number pattern: 1, 3, 5,?*
Can you order these numbers in a different way?
- **Challenge prompts** – larger numbers or different context, e.g:
Can you choose a better word instead of nice?
Addition can become money or measurement problem

Marking Procedures:

- Marking should be done in purple pen.
- Marking will be done daily or when a piece of work is completed.
- Wherever possible, marking will be related to a clear learning objective, which has been shared with the children. Therefore incorrect spelling may not always be corrected (although each year group has agreed on a number of mis-spelt words that need to be corrected).
- Good presentation is expected and may be marked.
- Time must be allocated for pupils to respond to marking and highlighted green comments

Marking will celebrate success whenever possible in order to raise self-esteem, highlight when a personal target has been achieved and encourage children to work to their full potential.

When a piece of work is outstanding, the teacher might use a sticker or a stamp or send the child to the Deputy Headteacher or Headteacher for an award – the Headteacher’s Award.

Presentation

In Numeracy

- All work is to be dated, in the format dd.mm.yy. This will increase the children’s understanding of everyday use of numbers and another format for writing the date.
- All work should be in pencil. This reinforces the idea that pencils are used for drawing and also allows rulers to be used neatly. Colouring pencils should be used rather than felt tips which tend to leak through the page.
- All straight lines should be drawn with a ruler.
- Exercise books should be squared, the size being determined according to age group. Children should be encouraged to set their work out with one digit per square.
- Extra sheets or support material, where used, should be bound in a folder in order to keep records of the children’s work.
- When working, if the child notices a mistake, the answer should be crossed out neatly and replaced.
- If the teacher asks for corrections, the sum should be written out again. This will prevent the case where children rub out their mistakes and put in the right answer, making the marking appear incorrect.
- The children should record the correct spellings of relevant mathematical terms, and their meanings, as required.
- Account must be taken in expectations for SEN children and also the gifted and talented.

In Literacy

- Where possible, mark written work with the pupil, providing constructive feedback.
- Underline errors in spelling of common words, which are within the child’s capability. Child to correct/copy out.
- Teacher to correct important topic words and errors where the sense is lost or the meaning is changed.
- Errors in punctuation to be highlighted in green (amount of punctuation depends on year group of pupils).
- Paragraph demarcation indicated by parallel lines or highlighted in green (Year 3 upwards).
- Children suggest more adventurous vocabulary where indicated by a green highlight.
- Children to be taught to check own work and assess their own progress, to identify by underlining possible spelling errors, to underline punctuation errors and replace repetitive words.
- Comments will reflect learning objectives and set targets or further questions.

Marking Science

- Marking in Science should reflect the learning objective and achievement of success criteria.
- Spelling of scientific terms must be corrected and children must be encouraged to use them in their work.
- Comments should clarify any misconceptions and often should take the form of a question or task for the child to follow up.
- Teacher should initial or indicate with a tick to acknowledge that a child has followed up a comment or question.

Questions should also be raised to extend more able children

Assessment

Day to day marking will inform the formative assessment and end of topic or mid-term assessments.

Monitoring

Marking will be monitored through workbook scrutiny on a termly basis by subject leaders. The subject leaders and assessment team will moderate marking throughout the school to ensure continuity and consistency of standards. Subject leaders will undertake work scrutiny in their own subjects to moderate standards and consistency in marking.

Marking Jewish Studies

Feedback in Jewish Studies is given in line with whole school policy. Children's work presentation should be of a high standard and where possible and appropriate, work is marked in line with the marking policy.

Marking in all subjects

Teachers should use 'pink and 'green' marking strategy in all subjects of the curriculum.

Guidelines on Preparing and Marking Exercise Books

New Books

All exercise books should be labelled.

First, surname, subject and year group should be included.

Presentation

- The learning objective should be written out and underlined
- Every piece of work must be dated
- The date should be written in the top right hand corner and underlined
- The title should be written in the centre of the next line and underlined.
- All lines are to be drawn using a ruler

- Leave a one line space between the title and work
- If there is no margin, it must be drawn in with a ruler
- All work starts at the margin
- Each piece of work is to be started on a new page or a line drawn underneath
- All work sheets must be glued in date order in the relevant exercise book
- Any work stuck into books must be trimmed so that it fits the page and does not stick out
- The children may glue their own work in but this must be modelled to them by an adult
- Pupils must write using the school handwriting font.
- If squared paper is used, a single digit goes in each box
- Each sum should be written one underneath the other
- Pages could be folded in two halves and one side is completed before the other
- Rubbers should be used at the teacher's discretion
- Mistakes should be crossed out with a single ruled line

“Next Steps” Marking Strategy

Tickled Pink



Well done!
You have met the
learning objective!
This is excellent work.

Growing Green



There are some things you need
to check. Please make sure you
complete the green task,
BEFORE you start your next
piece of work.

Yell for Spell!



If a word is highlighted in
yellow it means it is not
spelt correctly.
Write out the correct
spelling at the end of your
work.