

Speen Church of England School

Marking and Feedback Policy

May our roots go down deep into the soil of God's love and make us strong Ephesians 3 v 17
Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith, so all grow and flourish (spiritually, academically, socially and emotionally).

SEEK, BELIEVE, ACHIEVE!

Make a tree good and its fruit will be good... for a tree is recognised by its fruit Matthew 12 v 33

Together we strive to

- **SEEK** knowledge about the amazing world around us and to understand God's teaching for our lives.
- **BELIEVE** that if we grow as a *family* together in our *care, courage, respect, honesty, and responsibility*, we will
- **ACHIEVE** our full potential, to be the best we can be

As a tree makes fruit, a good person brings life to others Proverbs 11 v 30

The Purpose of Marking at Speen CE School

- To provide constructive feedback
- To raise self esteem
- To provide opportunities for self and peer assessment
- To enable children to recognise their strengths and how to improve their learning/performance
- For the teacher to monitor progress and standards individually and within the class
- To indicate when appropriate the level of independence of the completion of work by pupils

Guidelines for Marking Work

- Whenever appropriate/possible verbal feedback will be given to children
- When marking work, staff will look for strengths as well as areas to improve
- A brief comment, identifying strengths and next step/target for improvement will be given
- Work will be marked as soon as possible after completion
- Marking will be in black/blue coloured pen
- On some occasions the work will be marked by pupils or peer marked in class. The expectation is that this will be neatly presented with small ticks in pencil
- For a focused piece of work, the lesson objective will be written at the bottom of the work as an 'I can' statement and marked accordingly

The teacher may use agreed symbols (see end of policy) and these will be displayed prominently in the classroom and shared with the children so there is a common understanding. Most marking is oral and immediate, consulting with the child concerned. This will be indicated on the piece of work with the symbol 'V' inside a circle, which means that 'Verbal' feedback has been given to the child. Staff may also use praise stamps/stickers to reward effort or achievement. Children who produce work of an exceptionally high quality, of extra personal effort or of significant achievement will be sent to the Headteacher to show their achievement. The work may be awarded with a special certificate to mark the achievement.

All work is marked, but when the member of staff works directly with a focused group of pupils, there will be numerous verbal dialogues which will be indicated by a 'V'. The Teacher or Teaching Assistant working with the group will indicate level of support on pieces of work.

- 1-1 One to one support given
Ind. ... Independent work
Sup. Supported in a small group

The marking of homework/group work can be delegated to Teaching Assistants. They will feedback a helpful summary of pupils' level of understanding and any matters arising to the teacher, as soon as time permits following.

LITERACY

When writing comments on work and correcting spellings and grammar, KS1 staff should write in the school cursive script on a level that the pupil is able to read and understand.

Spellings

- Spellings are marked in line with their phonic learning.
- A maximum of 6 spellings are marked or a manageable amount for the child to be able to work on. Underline incorrect spellings and write the correct word above and below their work to practise further. Where appropriate, the child will be asked to find the correct spelling themselves (eg from a display, word mat or by using a dictionary or electronic device).
- If a child has a specific difficulty with spelling, this need will be identified and addressed with extra support.

Punctuation

- It is the expectation that children will utilise capital letters correctly. Where a capital letter may be missing, the child is encouraged to check their work.
- Pupils may use 'purple polisher pens' when editing their work to improve it further
- Other punctuation will be corrected if it matches the learning intention.

Grammar

- Any incorrect grammar is discussed verbally with the child.

Handwriting

- Incorrect letter joins are discussed verbally with the older children and opportunities are given for them to practise these.

NUMERACY

- Incorrect work is marked with a cross. When a child completes a correction, it is marked with a c to show it has been corrected.
- Correct work is marked with a tick.
- Children's mistakes and errors will be addressed in either the plenary, when the class gathers at the end of a lesson to review learning or at the beginning of the next session.

RE, SCIENCE & FOUNDATION SUBJECTS

- The spellings of key vocabulary should be corrected.
- Work is marked with a comment linked to the learning intention.

The following symbols are used in marking:

^ in writing means a word missed out.

? in margin means the sentence/ phrase etc does not make sense.

V means teacher has discussed this work with the child ('Ch' to show a chat with a Year R pupil).

😊 remembered ...



bit slow today

↑
Next step



speedy, good work