

Redhill Primary Academy



Responding to Children's Work - A Whole School Policy

The Purpose of the Policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The Need for a Marking Policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and the improvement needed to achieve the learning objective and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the teaching team consists of teachers, teaching assistants (TAs) Support Assistants, HLTAs and any other specialist teachers employed by the school and/or LA.

The Effect of Marking on Attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

The Purpose of Marking.

The teacher's response aims to develop the child's self-esteem:

- ☐ building confidence
- ☐ recognising achievements
- ☐ developing personal relationships
- ☐ satisfying the child's needs

Marking is part of the process of continuous internal assessment:

- ☐ showing the child's stage of development
- ☐ helping future planning, setting goals to show how the child can be developed
- ☐ informing the teaching team to ensure consistency and continuity
- ☐ record keeping
- ☐ encouraging pupils to play an active role in their own learning

Marking serves as a diagnostic tool:

- ☐ it recognises and contributes to a pupil's 'record of achievement'
- ☐ to point out technical errors, highlighting mistakes
- ☐ identifies difficulties met by the child
- ☐ sets targets, showing where the child needs to go next
- ☐ checks understanding
- ☐ caters for individual needs

In addition, marking is part of the process of informing parents and outside agencies about a child's progress and next steps.

Through a whole school policy we want to:

- ☐ inform and clarify on issues regarding school policy
- ☐ widen parents' understanding
- ☐ ensure that children, parents and staff know how to identify targets for the next steps in learning

The Context for Marking and Responding

The stages of responding to a child's work can be:

At the beginning of an activity:

- ☐ to formulate ideas

When the Teacher sees the need:

- ☐ to stimulate ideas
- ☐ to motivate
- ☐ to build confidence
- ☐ to channel thinking
- ☐ to meet individual needs

When the child asks:

- ☐ to further ideas
- ☐ to give assurance

At the end of an activity:

- ☐ to evaluate and praise
- ☐ to encourage the child's own evaluation
- ☐ to plan the way forward with specific targets/ next steps

At all stages in responding to the individual child's capabilities, a sensitive teaching approach is required. Responding to a child's work is also based on knowing the child, knowing when to or when not to intervene:

- ☐ some children need help to get started
- ☐ some need constant support
- ☐ some learning takes place by making errors
- ☐ some children need more time to think

The Principles that Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- ☐ be manageable for the teaching team and accessible to the children
- ☐ relate to the learning objective and the success criteria
- ☐ give recognition and praise for achievement
- ☐ allow specific time for children to read, reflect and respond to marking where appropriate
- ☐ inform future planning
- ☐ use consistent codes within key stages
- ☐ be seen by children as a positive approach to improving their learning
- ☐ be written in a positive way
- ☐ be written in black ink
- ☐ involve accurate spelling and grammar
- ☐ model the handwriting policy in the school handwriting style
- ☐ always encourage the children to correct wrongly formed letters or wrongly formed numbers
- ☐ identify spelling which needs to be corrected. A maximum of five incorrect spellings will be highlighted in green which the child will have been taught that year or in a previous year group. It may be that the

spelling is brought to the bottom of the piece of work for the child to practise the spelling using the look, cover and check technique.

When distance marking, teachers should use the close the gap approach. The teacher finds three to five examples where the success criteria has been clearly achieved and highlights these examples in yellow. Where work needs to be improved, teachers highlight in green and then a close the gap comment (C.T.G.) is added to show children how this work needs to be improved to narrow the gap between the teacher expectation and the child's work. This CTG comment could be a prompt, a scaffold or an extension. A CTG comment will be completed in Literacy and Numeracy for each ability group at least once a week, or more regularly, where the teacher deems it necessary to do so. Opportunities to mark face-to-face should be used when appropriate and the teacher will use the marking symbol for verbal feedback.

If our response to children's work is to be effective, and of value to ourselves and to the child, it is important that both the child and teacher are involved. Work should be marked with the child when practical. Distance marking should be a dialogue not a monologue. If the child is not involved, the chances are that the time teachers spend marking work is wasted. However, CTG marking enables children to respond to teachers' comments and build up a good rapport, working together to improve attainment and enabling progress to happen.

*Remember: Children need to know the learning objective and success criteria of the work since that is where the marking is mainly focussed.

A Guide for Effective Use of Success Criteria.

We consider there to be three different types of success criteria:

- concept or skill-based success criteria (I understand, I know, I can)
- outcome based success criteria (check list)
- process based success criteria (steps to learning)

See the appendix for examples of these.

Our policy expects teachers, in their planning, to use the concept or skill-based success criteria which enables them to unpick the learning objective through identifying the relevant concepts, skills and knowledge needed within a lesson. There are opportunities throughout the lesson to assess against this form of success criteria. In extended writing, children may be given an outcome-based success criteria. In unaided writing, the children will be given time to generate their own success criteria (but this will be dependent upon their age and ability).

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- ☐ verbal praise
- ☐ stickers and stamps
- ☐ written annotations, short and narrative observations (written)
- ☐ annotation of work and photographs by staff
- ☐ children beginning to annotate their own work and pictures
- ☐ oral dialogue with children about their play and work
- ☐ marking against the success criteria

Children's Response to Teachers' Comments

Self-Marking and Evaluation

- ☐ In KS1 and KS2, the children should be given time to read and consider the written feedback the teacher has provided. This may be at the start of a lesson, beginning or end of a guided session, or during the plenary.
- ☐ All children should be encouraged to ask for clarification if they do not understand a comment. They should be clear about what they need to do in their next piece of work as a result of the feedback they have received.
- ☐ Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply. Staff can record the response for the younger children.
- ☐ All children should be encouraged to self-evaluate and more able children should be encouraged to identify their own successes and look for an improvement point. The plenary can then focus on this process as a way of analysing and learning.
- ☐ Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. They should be given the opportunity to highlight their work on occasions to show where they feel they have met the success criteria.
- ☐ It may be that a teacher decides it may be more beneficial for a child to self-mark their work to identify where they have made errors, for example, when completing a spelling test or a times tables test.

Rewards for Good Work

- ☐ House points are awarded for good work and children work towards a special reward e.g. taking the class toy home Reception/ KS1 and a prize in KS2.
- ☐ Children may be sent to a team leader, the deputy head or headteacher to show their good work.
- ☐ Children can earn a certificate for good work through fortnightly celebration assemblies.
- ☐ Children may be awarded a headteacher's commendation for good work.

Monitoring and Evaluating this Policy

- ☐ This policy will be monitored through further consultation of staff and through planned review.
- ☐ Book scrutiny, where marking and feedback will be a focus, will take place by team leaders, SLT and subject leaders; written and verbal feedback will be given to individual members of staff.
- ☐ Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss.

Marking Scheme - General across all subjects

Ind, Tch, TA or other adult on success criteria	Independent work or guided group activity by teacher, teaching assistant or another adult (e.g. trainee teacher/volunteer) indicated on success criteria. Circled or highlighted by child, teacher or teaching assistant.
PS	Paired study work (children have worked collaboratively on a piece of work).
Use of green highlighter	Use of green highlighter on the child's work indicates where a child has something to correct. Green highlighter underneath a child's work identifies close the gap activity to enable learning to be maximised.
VF	VF means my teacher gave me verbal feedback.
Peer marked	Child writes name/comment in coloured pen.
Yellow highlighter	Acknowledges good work and the teacher is pleased with it; it will be linked to success criteria but other features of good work may be highlighted in addition to this.
S	Supported work (e.g. word given/ helped with part of calculation/ read the word)
Pr	Prompted work (teacher has given a reminder in order to refocus a child on their work)
T	Target


Marking Scheme - Written Work

Many of these elements will be indicated through the use of a green highlighter; however, dependent on the child, a teacher may wish to indicate why the green highlighter has been used using the symbols below.

KS2

CL	Capital letter
FS	Full stop
P	Punctuation
SP	Spelling
▲	Missing word
~	Edit (sentence/ word order does not make sense)
//	New paragraph
/	New line for speech
A	Agreement

KS1

CL	Capital letter
FS	Full stop
P	Punctuation
	Finger space

Appendix

Examples of Success Criteria

Concept/ knowledge/ skills success criteria

Literacy

LO: To extend sentences with more than one clause by using a range of conjunctions e.g. when, if, because.

I understand how to use conjunctions to join clauses.

I know that a conjunction is a word used to connect two clauses (parts of a sentence) together.

I can use conjunctions e.g., when, if, because.

LO: To identify the features of a non-chronological report.

I understand what a non-chronological report is.

I know examples of non-chronological reports.

I can use a key/checklist effectively to label features on a non-chronological report about owls.

LO: To listen to, read and discuss a variety of fables.

I understand what a fable is.

I know that a fable is a story with a moral.

I can compare fables that I have read and draw comparisons between characters.

I can listen to and discuss ideas within a group.

LO: To be able to correctly spell words with the digraph 'oy'.

I understand that a digraph is two letters that make one sound.

I know and can spell words containing 'oy'.

I can apply my knowledge of words containing 'oy' by putting them into sentences.

Maths

LO: To read, write and order number up to 1,000,000 and determine the value of each digit.

I understand how to read and write numbers to 1,000,000.

I know and can apply that digits have a value according to the place they are in.

I can write each number in figures and words.

I can partition numbers in different ways.

I can recognise how numbers change when ones/tens/hundreds/thousands are added.

LO: To subtract whole numbers with more than 4 digits, including using efficient written methods.

I understand how to solve subtraction problems.

I know and can apply written methods of subtraction.

I can solve simple subtraction problems.

I can solve problems presented in different forms (e.g. diagrams).

I can find different possibilities to solve a problem.

LO: To calculate and compare the area of rectangles (including squares), including using standard units.

I understand how to calculate the area of compound shapes (shapes made from rectangles).

I know and can apply the formulae for area of a rectangle.

I can calculate the area of a rectangle I can calculate the area of compound shapes.

I can calculate the area of compound shapes with some lengths missing.

LO: To add fractions with denominators that are multiples of the same number.

I understand how to add fractions involving mixed numbers.

I know and can apply converting between mixed numbers and improper fractions.

I can add mixed numbers together using supporting images.

I can solve addition calculations involving mixed numbers.

I can solve problems involving adding mixed numbers.

Note: There is no prescription to how many I understand, I know and I can statements teachers use within their success criteria. We feel they are the experts in their year group's programme of study and know what the children need in order to be successful.

Outcome based success criteria

LO: To write a recount.

What I am looking for:

- Include an introduction (who, when, where, why).
- Present main events in order.
- Write in past tense.
- Describe the events.
- Finish with a reflective sentence.

In independent writing children should be encouraged to create their own success criteria to assess work.