

KS1 MARKING AND FEEDBACK POLICY

GENERAL MARKING

Marking and feedback is a continuous assessment tool that enables effective reporting and planning of follow up lessons for class, group or individual. All work should be marked promptly, where possible with the child present. **Appropriate, constructive comments and directives should be given as feedback to the pupil.** Appropriate and meaningful feedback should be given to each student through constructive comments, target setting, conferences and monitoring of goals. Homework should be marked on the day received or the following at the latest and returned as soon as possible to the pupil.

Books containing work that has not been corrected by the teacher may not be sent home. All marking must be up-to-date. Child self-marking or paired editing can help pupils in a positive and diagnostic way towards proof-reading skills. Doodling and the like are not allowed on covers or any of the pages of their exercise books. All loose sheets stuck into books must be cropped to fit within the covers.

CORRECTING ROUTINE

Incorrect answers should not be erased. Corrections are written either above, beside, below the error or beneath the completed work. Mistakes whilst working should either be rubbed out or a single line ruled through the mistake. White-out/Tippex should not be used in Key Stage 1.

LAYOUT OF WORK

All written work must contain the child's name, if needed, date and title of work at the top.

Date format for work: Sunday 12th September 2016

Pupils in KS1 must use pencils. Pupil's work should be marked as soon as possible and the marking should relate to the lesson's learning objective. Any person other than the Class Teacher who marks work, should initial their comments.

A sheet showing how work is marked should be glued into the inside cover of each child's Numeracy and Literacy book. A target sheet should identify a pupils' personal target in writing and reading. The reading target sheet should be stuck into the inside cover of the Reading Record Book and the Writing target sheet in the back of Literacy books. Pupils should be aware of their targets and should know the next steps in their learning.

Pupil assessments are carried out at the end of each half term or at the end of each topic in the core subjects.

MARKING POLICY FOR KEY STAGE 1

Why do we need a marking policy? It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide our approach to marking? Marking and feedback should:

- ✓ be manageable for teachers and accessible to children;
- ✓ relate to the learning intention / curricular layered targets and comment on previous attainment within the context of the learning intention / curricular layered target;
- ✓ involve all adults working with the children in the classroom;
- ✓ give recognition and praise for achievement and clear strategies for improvement;

- ✓ allow specific time for children to read, reflect and respond to marking;
- ✓ respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- ✓ inform future planning and group target setting;
- ✓ use consistent codes across the school;
- ✓ ultimately be seen by children as a positive approach to improving their learning.

How do we mark children's work? Children's work needs to be marked in a colour that can be clearly seen. In KS1 all teachers mark in any colour except red.

We make use of three forms of marking/feedback:

1. **Oral Feedback:** We recognise the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and initialled. Children of all ages need oral feedback but this is particularly important in KS1 where children may be unable to read a written comment.
2. **Written Feedback**
 - a. Summative feedback / marking: This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.
 - b. Formative feedback / marking: Not all pieces of work can be Quality Marked. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention. All teachers in KS1 aim to Quality Mark at least five pieces of work each term, particularly in English. A note is made on weekly and medium term planning so that it is kept manageable. **Note: Errors in mathematics are always corrected.**
3. **Quality Marking:** This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs. When Quality Marking teachers:
 - a. Read the entire piece of work.
 - b. Highlight examples of where the child has met the learning intention in one colour. (Green)
 - c. Highlight next to an aspect of the work which could be improved in another colour. (Orange)
 - d. Provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. Useful closing the gap comments are:
 - A **reminder** prompt (eg 'What else could you say about the prince's clothes?');
 - A **scaffolded** prompt (eg. 'What was the monster doing?', 'The monster was so angry that he...')

All children are given a comment. Brighter children are given a comment which will extend their thinking. In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in a future lesson for children to read and write a focused improvement based on the improvement suggestion. Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond

How do children evaluate their own learning? In KS1 children write the Success Criteria or WILF as 'I can' statements. At the end of lessons, children are asked to mark next to the Success Criteria whether they feel they have met the learning intention or not: eg. with a smiley face, straight face or sad face.

What other styles of marking do teacher's use?

A tick and an initial: This is used when there has been a large amount of adult input in the lesson or where oral feedback was given.

Self marking: Older children are sometimes encouraged to self-evaluate by identifying their own three successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

Shared Marking: Teachers sometimes use one piece of work from an unnamed child in another class to mark as a class, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

What about correcting spelling, punctuation and grammar? When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets: eg. when an adult feels that a child can correct a spelling he or she will circle the part of the word the child has spelt incorrectly in order for them to attempt to correct it.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

Presentation of Work & Additional Points

General Presentation:

- ✓ Pencil will always be used for all work
- ✓ For number work, the date will be "digital", for everything else it will be "written"
- ✓ Date, title and or learning objective will be underlined.
- ✓ Felt pens / wax crayons will not be used in children's books

Writing: Any piece of writing, regardless of it's curriculum source, that has as it's key objective the development of a writing skill will be marked as follows:

- ✓ The date, title and learning objective will be written at the top of the work
- ✓ The work will be marked using the agreed marking codes / symbols
- ✓ The "A" for effort will appear at the bottom of the piece of work
- ✓ The "1" for match of the work to the objective will be written besides the actual written objective
- ✓ Should a child get a "2" or a "3", then a "next step" comment will be written by the teacher

Spelling:

- ✓ Errors should be circled (only the part of the spelling that is the error – not the whole word).
- ✓ At key stage one, the corrected word should be written above the error.
- ✓ All current high frequency words should be corrected.
- ✓ Words crucial to the meaning or sense of a text should be corrected.
- ✓ Spelling should be marked "sensitively" so as not to discourage or dishearten children.

Maths:

- ✓ Children write the digital date
- ✓ Correct work should be ticked.
- ✓ Mistakes should be identified by circling.
- ✓ Crosses will not be used.
- ✓ Reversed digits will always be corrected.
- ✓ Place value mistakes will always be corrected.
- ✓ The grade of A, B or C will appear at the bottom of the child's work
- ✓ The grade of 1, 2 or 3 will appear at the top of the child's work alongside the teaching objective

Important Note: All teachers will display the marking criteria prominently in their class room for children's quick reference. All teachers will display the marking criteria in the Literacy and Numeracy copybooks for parents ready reference.

MARKING CRITERION FOR KS1

This is written at the top of the work, besides the learning objective. This criterion relates to whether the objective has been met or not.

1 = You have learnt what you were meant to

2 = You have learnt mostly what you were meant to

3 = You have not learnt what you were meant to

This is written at the bottom of the work. This criterion relates to effort made.

A = You have worked very well

B = You have worked quite well

C = You can do better than this

POLICY MONITORING AND REVIEW

This policy will be monitored and evaluated by the Head of KS1 in consultation with all staff on a regular basis.

Policy reviewed Aug 2017. Next review date January 2018.