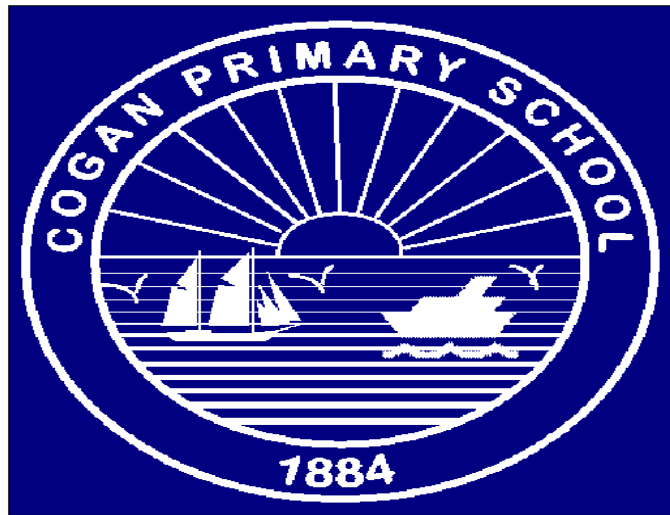


# **Cogan Primary School** **Ysgol Gynradd Cogan**



## **Marking and Feedback** **Policy**



## **Marking and Feedback Policy**

### **Introduction:**

**How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.**

This policy concentrates on the marking and assessment of pupils' written work. All staff are also aware of the importance and value of assessing children through classroom dialogue and verbal feedback throughout their time at primary school, particularly in the Early Years and Lower Primary.

Observation and discussion as well as quality feedback are vital tools in the assessment of all areas of learning.

It is important that children are clearly aware of how to improve their work, how to learn from their errors and what their next steps in learning are. It is also important they are encouraged through praise stressing the positive elements of their work.

It is important to provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher/LSA expectations.

### **Aims of marking at Cogan Primary School:**

- To recognise, encourage and reward children's effort and achievement, and to celebrate success;
- To provide dialogue between teacher/LSA/adult helper and child; and clear, appropriate feedback about strengths and areas for development (next steps) in their work;
- To indicate how a piece of work could be amended and improved in relation to the Learning Objective (LO) or Success Criteria (SC);
- To help children to develop an awareness of standards they need to reach in order to achieve particular elements of the Curriculum for Wales
- To identify children who need additional support/ more challenging work and to identify the nature of the support/challenges needed;
- To provide evidence of assessments made and help moderate the interpretation of learning objectives and outcomes/levels achieved;
- To assist curriculum planning.

Marking should highlight positive aspects, and be clear and appropriate in its purpose- it needs to be constructive and the outcomes need to be an integral part of planning if it is to impact upon learning.

## **Types of marking and good practice**

### **Improvement Prompts:**

#### **Verbal Feedback**

At Cogan Primary School we place emphasis on the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion could be accompanied by appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher/LSA and parent. A 'T' mark indicates oral feedback given.

#### **Quality Written Feedback comments**

At Cogan Primary School we use marking to identify positive points using red pen and a pink highlighter (tickled pink) about the work and one point for improvement ('a wish' or 'even better if' or 'next steps' indicated by a green highlighter – Green for Growth). This element is at the end of a piece of work or a topic studied in mathematics or Humanities AoLE. A double tick or comment in the margin can also be used to indicate good work, meeting the LO or SC throughout a piece of work or topic.

LO's are highlighted in either pink (LO achieved), a dashed pink line (LO – partially achieved) or green (LO - not achieved)

On occasions, marking may take the form of a focused group mark, whereby a particular group will receive more in-depth feedback.

The children are actively encouraged to read the comments, initial that they have read them and respond either by a comment or practising the highlighted area for improvement. Time should be given to do this either in class or through 'Move on Monday'.

Improvement prompts fall into four main categories:

1. Reminder prompt e.g. "remember to... divide the denominator then x by the numerator" or "remember to use commas in lists e.g. rabbits, goats, bats and dogs." SP in the margin for spelling errors or write capital "I".
2. Scaffolded prompt e.g. "Can you change the word order of the sentence but keep the meaning the same?" or " $3 \times 3 = 9$  and  $12 \div 4 = 3$ "
3. Example prompt e.g. "Begin a sentence with an adjective – Energetic howler monkeys swing from tree to tree." Or " $1\text{cm} = 10\text{mm}$ ,  $0.3\text{cm} = 3\text{mm}$ ,  $2.7\text{cm} = 27\text{mm}$ ."
4. Challenge prompt e.g. "Can you think of a quick way to solve this..." or Try this one now...  $3200 \div 80 = \dots$ "


### Peer and self-assessment (Please refer to Assessment policy)

Children should be involved with self-assessment - marking their own work and peer marking as much as possible, whether proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their own work by their teacher. Children need to be shown how to assess their own work and each other's work in relation to SC ('remember point'). They also need to have training and modelling giving effective feedback.

At Cogan Primary School we use a grid format, differentiated throughout the school to encourage the development of peer and self-assessment.

E.g.

#### Year 2



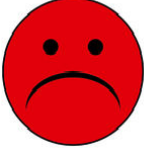
<b>Learning challenge:</b> To write a set of instructions: How to build a sandcastle	
<b>Success Criteria:</b>	✓ or x
1. Have I used bossy words to start each sentence?	
2. Have I made a list of things that I need?	
3. I have numbers to start each instruction?	

#### Year 6

Narrative story writing:

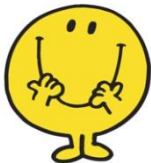
Pupil	Partner	Success Criteria	Teacher
		I can use connectives.	
		I can use paragraphs correctly.	
		I can describe characters A, D, A, R	
		I can use dialogue / speech marks correctly.	

Or a 'traffic light' system

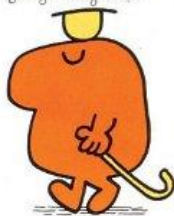
Learning challenge: <i>To write a set of instructions: How to build a sandcastle.</i>	
I really understood the challenge today?	
I understood the challenge a little bit today.	
I didn't understand the learning challenge today.	

Or 'Effective marking stickers'- Early Years (Reception) - Mr Men

**MR. HAPPY**



**MR. TOPSY-TURVY**  
By Roger Hargreaves



Children to circle one of the faces to show if they have understood the LO.

**Marking codes**

All Adults mark using a **red pen**.

Highlight successes **in pink** (tickled pink) and **in green** for improving work or next steps in learning (**green for growth - next steps**). Once the learning intention has been made clear, the marking has to be focused on that: use highlighter pen to mark whether the LO has been met and green highlighted dots or marks to show the next steps for improvement of learning.

**Red pen** improvement prompts: good points are indicated by using a double tick or points to improve are indicated in the margin e.g. "Past tense needed here" or "Capital letters for place names."

The children should act upon comments in their work immediately. It is likely that the teacher will mark these improvements as he/she goes, so improvement can be immediate as the child continues.

**T** – Indicates that the work has been discussed with the child and sometimes it is unnecessary to give a written comment.

Corrections are indicated and completed as necessary by the child.

A **red tick** indicates a correct answer. A red dot next to an answer indicates an incorrect answer. (For example in mathematics the child will be asked to re-do an answer next to the incorrect answer)

**I** – indicates independent work.

**S** – indicates support has been given.

**C**- indicates working collaboratively

## **English Marking**

Teachers' comments will draw attention to specific errors.

SP (in margin) = spelling mistake (misspelt word underlined) – for younger or less able children, the word is to be written in red above the incorrect spelling.

^ = word or phrase omitted

// = new paragraph needed

~ = inappropriate phrase or word, please edit

? = something is wrong, please put it right

P (in margin) = punctuating mistake

When correcting spelling mistakes the number of mistakes corrected should be left to the teacher's discretion and their knowledge of the child. These should be corrected by underlining the part of the work that is incorrect, and writing the correct word at the end of the piece of work. As the children progress through the school, incorrect words can be underlined and self-corrected using a dictionary. The children should be encouraged to practise misspelt words three times at the end of the piece of work using the Look, Say, Cover, Write, Check method.

## **Marking Maths**

When children are judged to be mature enough, they are taught to mark their own work; this applies only when a numerical answer is required. In marking their own work, the child uses the same format as the teacher but they use a pencil. The work is checked and a master tick or comment is made by the teacher in red pen.

## **Marking across the curriculum**

Marking should always be subject specific and refer to the learning objective/s where possible. Time should be allocated to allow children to make corrections or further their learning according to the 'next steps' or target set by the teacher/LSA.

It is hoped that through adopting this approach to marking that the children of Cogan Primary School will progress through school learning to adopt favourable attitudes to their work and a sense of pride and achievement in it.

## **Presentation**

All work must be set out in the following format: (date on first line, title/exercise on the next line)

Monday 10th October

Reason For Writing Book 2 page 6

LO – To use adjectives to write descriptions of characters

Shortened date in Maths Books e.g. 11.12.10

In Upper Primary the children should use a ruler to underline dates and headings.

Where lined books are used, one line is missed to separate one day's work from another. New work is not to be automatically started on a new page.

If there are margins, the number of the question is entered in the margin. No other written work is to be put in the margin without teacher direction.

Children use finger spaces when they are able.

Children must be given lined paper or a line guide, when this is required they are not allowed to draw their own. Year 6 pupils may draw lines on plain paper if appropriate or use grid lines. Where necessary less able children should be given lined paper.

Children must be taught how to set out work. Neatly presented work and pupils' best efforts are expected at all times by staff. All staff must encourage the children to use their best handwriting and presentation in all books.

In Maths books, children need to be taught to put the question number then a bracket and one digit in each box. They must be encouraged to use rulers and protractors accurately for diagrams and data handling purposes, as well as formal written methods.

## Our Agreement on Marking Partnerships



When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued;
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective or success criteria;
- Tell our partner the good things we see;
- Listen to our partner's advice because we are trying to help each other to do better in our work;
- Look for a way to help our partner achieve the learning objective or success criteria with more success;
- Try to make our suggestions positive;
- Get our partners to talk about what they tried to achieve in their work;
- Be fair to your partner. Do not talk about their work to others unless it is positive and can be shared to help the whole class.





## Marking Codes

**SP** (in margin) - spelling mistake

**^** word or phrase omitted

**//** new paragraph needed

inappropriate word or phrase

**?** something is wrong, please put it right

**P** (in margin) punctuation mistake

**.** in red indicates a mistake

**√√** a very good word or phrase

**[ ]** rewrite this section here

**W** wish

**T** oral feedback given

**I** Independent work      **TA** Target Achieved

**S** support

**C** working collaboratively

**Pink Highlighter pen** – highlight achievement or **partial achievement** and/or praise good work and ideas-(tickled pink)

**Green Highlighter pen**- highlight what needs improving and/or next steps in learning- (green for growth)



## **Policy – Assessment, Recording and Reporting**

This is to confirm that the Governing Body of

**Cogan Primary School**

**Ysgol Gynradd Cogan**

has accepted the attached policy at the Governing Body meeting held on

September 2023

Signed: K John

**Chair of Governing Body**

Date: 05.09.2023