



**Grove Park
Primary School
Marking/Feedback Policy 2016**

To be reviewed September 2018

Aim

To establish a broadly consistent approach to the way in which work is assessed and marked so that the children have a clear understanding of the next steps in their learning journey. The children should feel that their work is valued and show an awareness of target setting and meeting of targets. They will be well versed in how to participate in the marking system of the school as a result of consistent application throughout the school.

Marking at Grove Park

- Will be positive and highlight the success achieved by the child.
- Books will be marked during a lesson or before the next lesson for that subject.
- Teachers / Teaching Assistants will model good handwriting and check that the children can read their feedback.
- Children will be given regular opportunities to review the comments/markings.
- Children will be encouraged to participate in a 'dialogue' with the marker by the use of questions and next step tasks.
- Teachers will use a green pen for marking.
- TAs will use a black pen for marking
- If oral feedback or support has been given, this should be noted in the child's book.
- What is 'good' will be indicated (highlighted in green).
- 'Next Steps', 'Top Tips' and questions will be indicated (highlighted in pink).
- Class teacher will mark all Literacy, Maths, Science and Topic books.
- See appendix for mark scheme.

Different types of marking/feedback

Oral Feedback

- Teacher/TA will start with positives about child's work
- Questioning will determine level of child's understanding
- LO will be referred to in the conversation
- Child's learning should be extended with next steps
- A written comment will show that oral feedback has been given

Summative Feedback

- Consistent across the whole school
- Correct answers will be ticked
- Incorrect answers will be dotted and correctly modelled by the marker or the child may be asked to check.

Formative Feedback

- Teacher will focus on positives.
- A highlighter (green) may be used by the marker to show that an element of the LO/SC has been met.
- If work could be improved the marker will model an example.
- A dialogue will be encouraged by the use of 'Next Steps', 'Top Tips' and questions.
- Response time will be given at the start of the next lesson or at the beginning of the day.
- Teachers will model appropriate responses at the start of the year, or when deemed necessary.

Monitoring of marking/feedback

- The Senior Leadership Team are responsible for ensuring that the marking policy is being followed.
- The Senior Leadership Team will monitor books during Planning and Direction meetings to ensure the policy is adhered to.
- CPD on marking will take place at the start of every year to ensure new staff are aware of procedures and to remind existing staff.
- Subject leaders will monitor books annually to ensure that marking is appropriate in their particular subject.

Early Years Mark Scheme

Children's work is annotated where necessary, giving the context to the piece of work and/or recording of the child's voice.

Annotation and verbal feedback is always positive focussing upon the evidence of what the children can do independently and supports their next steps.

All evidence within each child's learning journey is marked as 'supported' if the piece of work has been completed in a focus group.

All evidence writing the children's learning journeys is dated.

All work is linked to the Early Years Foundation Stage Development Matters age bands or Early Learning Goals.

Where appropriate, next steps are identified.

Key Stage One Mark Scheme

Writing

Final Written Outcomes

All final written outcomes will have a LO and success criteria template which allows for self-assessment. Aspects of the success criteria that have been met will be highlighted in green. Those that have not been met will be highlighted in pink as a next step. Spelling, punctuation and grammar evidence which is linked to the Interim Framework (suffixes, common exception words, contractions) will be highlighted in yellow.

Thursday 9 th June 2016		
LO: I can write an alternate ending.		
Feature	Me	My Teacher
Range of punctuation.		██████████
Conjunction		██████████
Adjectives		██████████
A resolution.		██████████
A final message.		██████████

Baboon pulled out his trumpet and started to cry. He played a sad tune as he looked at the earth. "I wish I could go home." said Baboon.

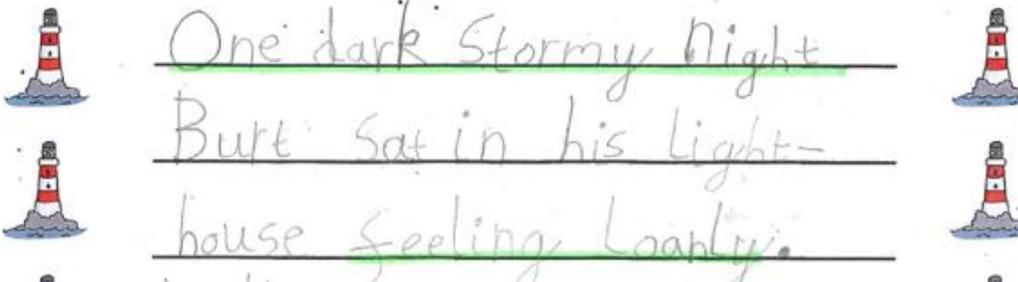
Children will be given time in the following literacy lesson to work on their next steps from the success criteria.

The teacher will then write a positive comment at the end of the child's work. The teacher can give the child up to 5 misspelt HFW or Tricky Words to practise in their books.

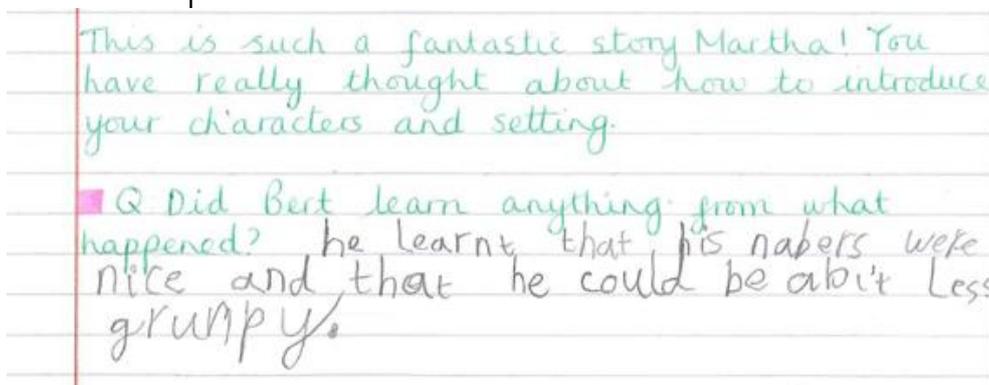
Extended Writing

Year One - Impressive vocabulary, punctuation or sentence structures will be highlighted in green. The teacher will then add the most impressive vocabulary to a class display which will be shared at the beginning of the next session.

Year Two - Impressive vocabulary, punctuation or sentence structures will be highlighted in green. The teacher will then add the most impressive vocabulary to a class display which will be shared at the beginning of the next session.



The teacher will write a positive comment at the end of the child's work along with a question or star challenge for the child to respond to.



N.B All other literacy work will be marked more briefly, with a short positive comment and corrections where necessary.

Maths

All maths work will be marked (either in or after the lesson). Correct answers will be ticked in green pen and incorrect answers will be dotted and highlighted in pink. The children will then write their corrections next to highlighted questions in the following lesson. All work will be followed by a brief positive comment.

Independent Work Great 100 square work Paolo! Please check.

What is **1 more** than 17? 18 ✓

What is **10 more** than 78? 88 ✓

What is **1 less** than 40? 39 ✓

What is **10 less** than 57? 47 ✓

What is **1 more** than 20? 21 ✓

What is **30 more** than 57? 87 ✓

What is **20 less** than 66? 46 ✓

What is **5 less** than 50? ~~30~~ 45 ✓

Science

Science work will be ticked and corrected only where necessary. The science assessment sheets will be updated on a weekly basis and a summative comment will be added to the bottom of this sheet when the unit of work is completed.

Topic Work

Topic work will be ticked and corrected only where necessary. At the end of a topic, the teacher will write a positive summative comment on bordered paper/sticker.

Homework

All homework will be marked by the class teacher or TA on a weekly basis. Work will be corrected where necessary and followed by a brief positive comment.

Key Stage 2 Mark Scheme

Writing

Final Written Outcomes: English

All final written outcomes will have a LO and success criteria template which allows for self-assessment. These can be made available on the white board and stuck in books. Where applicable, success criteria will be differentiated. Once a piece of writing is complete, pupils will highlight examples of the success criteria in their own work. This will provide the opportunity to check, edit and upgrade their writing.

Key	Success Criteria for a diary entry
	Events ordered chronologically
	Varied connectives (remember some sophisticated examples!)
	Use of emotive language (you have met the love of your life!)
	Written in the first person.
	Things is should ALWAYS be thinking about
	Adventurous use of vocabulary (really strive to make progress)
	Varied sentence openers (-ing and -ly openers)
	Extended examples of punctuation (? , ! ... - : ;)
	Examples of formal and informal language
	Use of embedded clauses (remember to use commas, dashes or brackets to separate this added information)

During marking, further aspects of the success criteria will be highlighted in green by the class teacher. Aspects of the success criteria that have not been met will be used as a next step.

Effective use of commas to separate your ideas

In the distance, lay an untouched paradise of vegetation. The warm glow of life beamed up at the darkening sky. A swarm of pinpoints of light were beginning to become visible, as well as a dozen bright, circular objects floating in the night sky. Patches of grass were now scattered around waving their parched fingers synchronized. The low hum of crickets reverberated around the forest. Nonchalantly, sending a flock of birds to the sky; scarest.

A positive comment alongside a next step should be written underneath the child's work.

out a ground. A painting hung on the wall of a boat sailing in the sea. Beside that there was a black wooden paint box.

✓✓ What an intriguing and captivating diary entry. You have used HQV and description to immerse the reader in Little Weirworld. → Tell me what happens next? Do we notice signs of Sammy?

Any misspellings are also to be addressed and transferred to vocabulary books. Children will be given time the following morning, or at the beginning of the next literacy lesson to work on their next steps from the success criteria.

Creative Writing

Impactful phrases or impressive vocabulary will be highlighted in green (as above). Two positive comments will be written, related to the content of the piece. This could reference the child's interpretation of the book/story, high quality vocabulary or compositional structure.

A next step will be written to encourage the child to reflect on their writing, add detail or description to a particular area or extend their writing to a natural conclusion.

✓✓ Well done Luke, some great imagery created by your choice of vocabulary.

✓✓ I really like your phrase 'pale, white, frozen faces'

→ Tell me more about how Rose helps the children in the concentration camp.

N.B All other literacy work will be marked more briefly, with a short positive comment and corrections where necessary.

Maths

All maths work will be marked (either in or after the lesson). Correct answers will be ticked in green pen and incorrect answers will be dotted. The children will then write their corrections in this space during the following lesson.

~~1,000~~ 2.6 2.6, 6 5.5, 6, 6 5.
~~3,000~~ 3.
~~1,000~~
 600,000
~~2,000~~ 600,000
 1,000 } Check these. They were rounded to the nearest 100,000.
 2,000 }
~~1,000~~

If a child has not understood a particular method / concept, a more in depth modelled method may accompany their work. Children should be actively encouraged to check their previous work, read their teacher's comment carefully, correct answers and address any further questions and challenges set by the teacher. A response may be prompted using a speech bubble label.

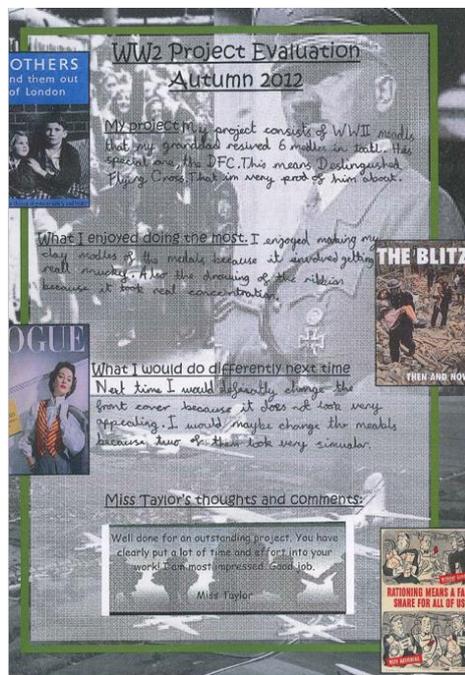
What can you tell me about opposite angles in a parallelogram?
 ✓
 The opposite of one angle in a parallelogram is the same angle and has the same amount of degrees.
 parallelogram

Science

Science work will be ticked and followed by a positive comment / next step where appropriate. A corrected method will be used where necessary. The science assessment sheets will be updated on a weekly basis. A summative comment will be added at the end of a unit, to demonstrate what the child now knows as a result of their learning.

Topic Work

At the end of a topic, pupils should be provided with the opportunity to review the topic and the teacher will also write a positive summative comment on bordered paper/sticker.



Homework

All homework will be marked by the class teacher or TA on a weekly basis. Work will be corrected, where necessary, and followed by a brief positive comment.