



Signed by Chair of Governors

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MARKING AND RESPONSE POLICY

Introduction

Marking and responding to children needs to be meaningful, accurate and used constructively and sensitively to promote pupils' learning, offering each child challenge and motivation. It is also a valuable tool for teachers in the planning and assessment process.

The purpose of having a whole school policy is to ensure consistency of approach through the school as well as ensuring children and parents understand the approaches we take and what to expect.

General aims when marking and responding:

- To acknowledge and praise effort and attainment.
- To offer encouragement and motivation.
- To provide constructive feedback.
- To give suggestions for improving and extending learning.
- To correct children's mistakes or misconceptions.
- To assess children's performance against stated learning objectives.
- To gain information which will feed into the planning process.

Marking principles

- All learning tasks should be acknowledged.
- Marking and responding to children's work is focused on the learning objective and the next steps in learning by the use of a prompt.
- Objectives should be presented in lessons unambiguously so the child understands easily what it is they are learning. National curriculum targets are often complex in vocabulary, and can be rephrased into **child friendly** language.
- Marking should first **respond to the objective** set, either underneath the work or by marking next to the 'WALT', with ticks for example.
- Where possible, **verbal feedback** should be given during the learning activity.
- Marking should be carried out **as soon as is reasonably possible** after the work has been completed.
- **Negative comments should be used rarely**, but do have a place where a child has clearly under-performed in a lesson.
- Marking can include the award of 'House Points' for effort and learning of a high standard **for that child**.
- Marking can be carried out by a Teaching Assistant.

- In lessons where key objectives in literacy or maths are being taught, **prompts** may be used- so children have to respond to your marking of the work.
- Above all, comments, verbal or written, should **be descriptive** and recognise **effort**.

Questions and answers...

What is prompt marking?

Prompt marking is where a teacher writes a comment that needs to child to respond. This ensures an immediate recognition from the child on how they can improve further. Where this style of marking has been used, teachers will allow time the next lesson for the child to respond and learn from the prompt. This may be the first 5 minutes of the lesson.

Prompts can be written for two main reasons.

To add to and extend their learning, eg

- Prompt a child to *think of 3 alternatives to* a word they used in their work, to improve their vocabulary.
- Prompt a child to *add extra detail about a character* in a story.

To correct their learning

- A prompt could be written to point out something is incorrect and give the child an opportunity to learn from their mistake, rather than just finding out it is wrong and move on.

How do we mark spelling errors?

- Reception and KS1 do not generally correct spelling errors, the children are encouraged to write phonetically and feel like confident writers without the fear of being 'wrong'.
- We don't highlight too many errors in general work, we want the children to be free writers.
- Spellings should be corrected sensitively, considering the individual child. In a lot of cases, a maximum of 5 spellings would be identified.
- Write the spelling words in question as a prompt under the work, so the child has room to copy and learn them.
- Focus on high frequency words in general work and words related to spelling patterns in the word lists in the National Curriculum.
- Try to give subject specific vocabulary in lessons to stop children making errors in the first place.

What do we use to mark and respond with?

- Lots of verbal comments- especially in the foundation stage.
- Teachers will often use a contrasting colour to the child's work.

How do we mark 'drafted' pieces of work compared to general learning in books? Is it different?

- 'Drafted' work will be marked to a greater degree than general work in books.
- Final pieces of work will be left 'clean', with the possible exception of praise or rewards.
- Peer marking or response partners can be used at the drafting stage too, to involve the children in the process.

How is the child involved in the marking process?

- Teachers will make sure children have time to respond to all 'prompt' marking.
- Children may mark their own WALT on their work.
- Children are encouraged, when appropriate, to peer assess work; writing positive comments and areas to develop. (like, two stars and a wish.)
- Self-assessment grids should be used in core subjects to mark against set criteria or personal targets.
- Teachers may share good examples of work in class to learn from them.

Do we write a comment on all pieces of work?

- All work will be acknowledged, with the exception of final pieces that were drafted and marked in detail first.
- Not all work needs a detailed comment.
- Foundation stage will comment orally on all adult led tasks.
- For younger children, marking in books will often show what happened, i.e. '*teacher discussed this with child*' and any rewards such as team points. A long comment may not be readable by the child so carries little merit.
- All homework should be acknowledged and handed back to the child.
- Comments or stamps may be used to explain the circumstances of the piece of work. eg 'TA assisted'.