



Langton Primary School

Marking and Feedback Policy

**Adopted by: Full Governing Body
February 2016**

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At Langton Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance. Our consistent approach is demonstrated through our use of a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also take into account the age and needs of the children.

Aims:

We mark children's work and offer feedback in order to:

- show that we value their work and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and accept guidance;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress; and
- to inform future lesson-planning.

Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one with recognition of the efforts made by the child.
- The marking and feedback should always be against the lesson's learning intention and the child's personal targets.
- Where met, individual learning targets are acknowledged.
- Whenever possible, marking and feedback should involve the child directly. For younger children the feedback should be oral and immediate.
- Comments should be appropriate to the age and ability of the child.
- Comments should be neat and legible so that children are able to read and respond to those made, and be given time to do so.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and

pupil while the task is being completed.

Assessment and feedback during the lesson

Before a lesson commences the teacher must know what sequential progression in learning looks like so that children who quickly achieve the Learning Objective (LO) can be moved forward in their learning within the lesson.

- All pieces of work will contain the date and Learning Objective (LO). Younger children and children with SEN may be supported with this.
- The teacher will share and display the Learning Objective which, where possible, will be differentiated.

Assessment and feedback after the lesson

- The teacher will mark against the LO and good and outstanding progress grids;
- Teachers will **comment** on spelling and grammar, particularly where spellings and grammar were part of the lesson focus/objective.
- If children have spelling errors, at least 2 spellings must be noted for correction. Corrected spellings must be written at the end of the piece of work in blue pen.
- Feedback will identify a child's key learning priorities.
- Work should be marked prior to the next lesson.
- Errors that are made by many children should not be the subject of individual comments, but should be noted in the planning and reviewed by the class at the next earliest opportunity.
- Daily marking of work must include a praise and development point.
- A more detailed focus mark against the Learning Objective and/or referring to the child's individual target must be evident at least twice a week.
- Teachers should make constructive comments aimed at supporting the children to improve and achieve their targets. Suggested comments for Literacy are attached as an example in Appendix 1.

Marking Codes

Teacher marking and feedback should be consistent across the school. In order to achieve this, a marking code is attached to this policy and is displayed in every classroom.

Conclusion

This policy's principles and practice will be monitored and evaluated regularly to ensure that it is applied throughout the school.

Appendix 1: Examples of Closing the Gap marking Comments (Literacy)

| Range of Prompts | Learning Intention | What the child Wrote | Improvement Prompt (AA-A) | Scaffold Prompt (A-BA) | Example Prompt (BA) |
|------------------------------------|---|--|--|--|---|
| Why? Justifying a statement | Your letter explains your character's feelings | <i>'It was dismal'</i> | Say why you thought this. | Why was it a dismal time? Why did you hate being there?◊ | Choose one of these:◊ <i>'It was dismal because...'</i> <i>...I was bored all the time.</i> <i>...I only had my granddad to talk to'</i> |
| How? Giving more detail | Your story dilemma tells the reader what your character is thinking | <i>'Nobody believed him'</i> | Say how you think this made him feel.◊ | How do you think Darryl felt about not being believed? Write an extra sentence that tells us. | Tick how he felt:◊ ...Angry. ...Annoyed. your idea.↓ _____ |
| Add something | Your account contains effective adjectives and adverbs. | <i>The burglar ran towards the car park and drove off.</i> | Re-write this sentence using a better adjective for sad and an adverb◊ here. | Fill in the gap with an adverb:◊ <i>The burglar ran _____ly towards the car park and drove off.</i> | Tick which adverb would describe how the burglar ran:◊ <i>The burglar ran...</i> <i>Quickly?</i> <i>Slowly? or</i> _____ ↓ <i>your choice</i> |
| Change something | Your description uses powerful adjectives | <i>'He was a bad monster'.</i> | Think of a better word than 'bad'.◊ | What kind of monster was he? Think of another word that means the same as◊ 'bad' and write it below. | Which of these words describes the monster better than 'bad':◊ <i>Ferocious?</i> <i>Evil?</i> _____ ↓ <i>your idea.</i> |
| Tell us more | Your story opening introduces the character. | <i>'James went to school'</i> | Describe what James is like.◊ | What type of boy is James – good, bad, excitable?◊ <i>James was a _____ boy.</i> | Choose one of these to describe James character: <i>James was a kind, likeable boy with a great sense of humour. For instance...</i> <i>James was often excitable and loud, like when he...</i> |
| What happens next? | Your story has a clear ending | <i>'At last the merman saw the mermaid'</i> | End this story with a piece of direct speech.◊ | What do you think the merman said to the mermaid before they went home◊ together? | Write one of these or your own ending:◊ <i>'I love you' said the merman and happily they swan away.</i> <i>As they swam away, the merman said '_____'</i> |

Appendix 2: Langton Marking Code

Please mark in **GREEN** pen

| | |
|---|--------------------------------------|
|  | Next steps |
| ★ | Target met |
| // | New paragraph |
| Sp | Spelling |
| I | Independent (when appropriate) |
| GW | Guided work |
| TA | Teaching Assistant supported |
| VF | Verbal feedback |
| ✓ | Correct |
| X | Incorrect |
| SM | Self marked (coloured pencil) |
| PM | Peer marked (coloured pencil + name) |
| ✓ © | Corrected work |

The teacher will indicate if they are going to revisit this work with the pupil in a small group or on an individual basis.