

## The Shrubbery School

### A Policy for Marking and Pupil Response

#### **Junior School**

#### **Aims of this policy:**

- To ensure the school has a robust and consistent system for marking to include both intervention and summative marking.
- To ensure that intervention marking is in place and that summative marking also contains the 'next steps' for the child.
- To show that work is valued and praised.
- To ensure that marking is meaningful and helps pupil identify and develop their strengths as well as diagnosing and remedying weaknesses.
- To ensure marking raises standards of teaching and learning.
- To use the findings from marked work to inform planning.

#### **Principles of intervention marking and feedback**

Within the classroom intervention marking is needed. Marking does not have to be at the end of a lesson or at the end of a task.

Teachers can step in to support, consolidate, accelerate and challenge at any point.

Intervention to support: you may suggest apparatus, a way of setting out, a table to record answers.

Intervention to consolidate: The child may need further examples tailored to the error they have made previously.

Intervention to accelerate: moving the child onto a higher appropriate level of task - the next step for a child showing ability with that learning objective.

Intervention to challenge: putting the learning into practice, preferably with a real life situation where they may have to use the methods from the lesson to solve the challenge.

## **Principles of summative marking and feedback:**

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. These can be highlighted with an 'S' for strength.

The marking should always be in accordance with the lesson objective and the child's own personal learning targets.

The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be appropriate to the age and ability of the child. Comments will focus on only one or two key areas for improvement at any one time, indicated by a 'W', a want.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. Written comments should be neat, legible and written in a contrasting colour.

Feedback can identify a child's key learning difficulties.

Common errors that were made by many children should not be the subject of individual comments, but should be noted in teacher planning. These then form part of whole class verbal feedback or are used in lesson planning.

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

If a child has received oral feedback during that lesson then instead of repeating those comments in their work, VF (verbal feedback) written down is acceptable.

Children should be encouraged and given time to read the marking comments. You can then encourage them to add a comment of their own e.g. what they found difficult, what they enjoyed, what they feel they have learnt.

## **Quality Marking- using the W or want effectively.**

Feedback will include, where appropriate, the 'want' or 'W' to highlight how an improvement could be made. This can be done in one of four ways:

1. As a reminder: 'Remember to .....'
2. As a question: 'How do you think the dog felt?'
3. Scaffolded: 'The dog was so surprised he.....'
4. Modelled: 'The dog was so surprised he did something never to be forgotten.'

In maths:

1. As a reminder: 'Remember to .....'
2. As a question, now try: '37+38=.....'
3. Modelled:  $48+64 = (40+60) + (8+4)$   
 $= 100 + 12$   
 $= 112$

Policy for review: June 2017

